GREGG SHORTHAND

Stevens High SCHOOL

BOOK No. .....

This Book is the Property of the

Lancaster (Pa.) School District

1. No pupil is allowed to write his or her name in the book, or in any way to mark, deface or injure it.
2. Any pupil losing or defacing it, will be required to replace the same. Books for this purpose will be supplied at cost at the City Superintendent's Office.
3. This book cannot be taken from the school room except by special permission of the teacher, for the purpose of studying at home, and must be returned when called for.
4. Pupils who exhibit neatness and care in the use of their books will receive credit on their monthly reports in the column headed "Neatness."

Pupil's Name Miriam Bosler

When given Sept 1 Returned .....

Pupil's Name Bertha Bosler

When given ..... Returned .....

Pupil's Name .....

When given ..... Returned .....

GREGG SHORTHAND

A LIGHT LINE PHONOGRAPHY
FOR THE MILLION

BY

JOHN ROBERT GREGG

REVISED EDITION

The Gregg Publishing Company
New York Chicago San Francisco

COPYRIGHT, 1902, BY JOHN R. GREGG

COPYRIGHT, 1901, BY JOHN R. GREGG

Entered according to Act of Congress, in the year 1893,
BY JOHN R. GREGG,
In the office of the Librarian of Congress at Washington

Copyrighted in the United States of America, Great Britain and Ireland, France, Germany, Italy and Spain.

CONTENTS.

	PAGE
PREFACE	vii
ADVICE TO THE STUDENT	xvii
THE ALPHABET OF GREGG SHORTHAND	xx
FIRST LESSON	
Consonants: K, G, R, L, N, M, T, D, H	1
Vowels: The Circles	2
Rules for Joining Circles	4
General Exercise	5
Simple Word-Signs	7
Phrase-Writing	8
Punctuation, etc.	8
Writing Exercise	9
Reading Exercise	10
SECOND LESSON	
Consonants: P, B, F, V, Ch, J, Sh	11
Rule for Joining Circles to Oblique Curves	12
Rule for Placing First Consonant	13
General Exercise	13
Word-Signs and Phrases	15
Writing and Reading Exercises	16
THIRD LESSON	
Vowels: The Hooks	17
Rules for Joining Hooks	17
General Exercise	19
W and Y	21
General Exercise on W and Y	22
Word-Signs and Phrases	23
Writing and Reading Exercises	25
FOURTH LESSON	
Consonants: S, Th	26
Rules for Joining S and Th	27
Z and Th (as in *breathe*) Explained	29

PAGE

The Combinations Ng and Nk - - - - 30
General Exercise - - - - - 30
Word-Signs and Phrases - - - - 32
Writing and Reading Exercises - - - 33

FIFTH LESSON

Diphthongs U, Ow, Oi, I - - - - 34
Vowel Combinations - - - - - 36
General Exercise - - - - - 37
Word-Signs and Phrases - - - - 39
Writing and Reading Exercises - - - 40

SIXTH LESSON

Blended Consonants - - - - 41
Ten, den, tem, dem, ent, end, emt, emd - - 42
Def, dev, tive, jent, jend, pent, pend - - 44
Men, mem, ted, ded, det, ses - - - - 45
General Exercise - - - - - 46
Word-Signs and Phrases - - - - 47
Writing Exercise - - - - - 49
Reading Exercise - - - - - 50

SEVENTH LESSON

Complete List of Word-Signs - - - - 51
Writing Exercise - - - - - 57
Reading Exercise - - - - - 59

EIGHTH LESSON

Compound Words - - - - - 60
The Past Tense of Word-Signs - - - 61
Phrase Writing - - - - - - 62
General Exercise - - - - - 63
Omission of Words in Phrase Writing - - 65
The Phrase "Do Not" and the Contraction "Don't" 68
Special Business Phrases - - - - 69
Writing Exercise - - - - - 70
Reading Exercise - - - - - 71

NINTH LESSON

The Abbreviating Principle - - - - 72
Rules for Expressing R - - - - 73
Omission of Consonants - - - - 75
General Exercise - - - - - 76
Writing Exercise - - - - - 78
Reading Exercise - - - - - 80

PAGE

TENTH LESSON

Omission of Vowels - - - - - 81
General Exercise - - - - - 83
General Rules - - - - - 84
Figures, etc - - - - - 86
General Exercise - - - - - 86
Writing Exercise - - - - - 87
Reading Exercise - - - - - 88

ELEVENTH LESSON

Joined Prefixes - - - - - 90
Writing Exercise - - - - - 92
Positive and Negative Words - - - - 95
Compound Joined Prefixes - - - - 96
Irregular Compounds - - - - - 97
Reporting Contractions - - - - 97
Writing Exercise - - - - - 98
Reading Exercise - - - - - 99

TWELFTH LESSON

Disjoined Prefixes: The Indication of Tr - 100
General Exercise - - - - - 101
Writing Exercise - - - - - 104
Reading Exercise - - - - - 105

THIRTEENTH LESSON

Disjoined Prefixes—continued - - - - 106
General Exercise - - - - - 107
Compound Disjoined Prefixes - - - - 110
Disjoined Prefixes Used to Represent Words 110
Writing Exercise - - - - - 111
Reading Exercise - - - - - 112

FOURTEENTH LESSON

Joined Affixes - - - - - 113
General Exercise - - - - - 115
Compound Joined Affixes - - - - 117
Writing Exercise - - - - - 118
Reading Exercise - - - - - 119

FIFTEENTH LESSON

Disjoined Affixes - - - - - 120
General Exercise - - - - - 123
Writing Exercise - - - - - 128
Reading Exercise - - - - - 129

AUG 1914

PAGE

SIXTEENTH LESSON

Analogical Abbreviation - - - - 130
Writing Exercise - - - - 134
Reading Exercise - - - - 135

SEVENTEENTH LESSON

Advanced Phrase Writing - - - - 136
Omission of Words - - - - - 136
Intersection - - - - - 137
Indication of "ing" in Phrase Writing - - 138
Modification of Word Forms - - - - 138
Writing Exercise - - - - 142
Reading Exercise - - - - - 143

EIGHTEENTH LESSON

Initials - - - - - - - 144
Days and Months - - - - - 144
Principal Cities - - - - - - 145
States and Territories - - - - 146
Points of the Compass, etc. - - - - 147
General Rules - - - - - 147
Writing Exercise - - - - 151
Reading Exercise - - - - - 152

SUPPLEMENTARY

A Short Vocabulary - - - - - 153
Business Letters - - - 158
Shorthand as a Means of Mental Culture - - 159
Court Testimony - - - - - 160
Key to Plates - - - - - - 161

PREFACE.

THE system of shorthand presented in this manual is now taught in more than double the number of representative public and private schools in the United States and Canada that are using any other text-book on shorthand. When it is remembered that Gregg Shorthand was first published in America less than nine years ago, the full significance of its popularity is apparent.

First published in America in 1893, the progress of the system was slow but steady until the year 1898. Up to that time it had been presented in two little paper-covered pamphlets, and consequently attracted little attention except from a few earnest and progressive teachers whose interest had been aroused by the remarkable results accomplished by its students. The upward rise of Gregg Shorthand dates from the spring of 1898 when a revised edition was published in one volume, bound in cloth. Within six months from the publication of the system in this more attractive form, it had been adopted by more schools than had taught it in all the preceding years.

Considered merely as a text-book, without reference to the system it explained, the manual published in 1898 was regarded by many experienced teachers of all systems as marking a distinct and important advance in the method of presentation, and decidedly superior to the text-books previously used.

Like the system it expounded, the manual was a departure from the old lines, and its success is best evidenced by the numerous imitations of it that have since appeared.

The distinctive features of the book may be summed up as follows:

(a) The instruction was given in simple language, free from

the long, pedantic discussions about "continuants, labials, explodents, fricatives, coalescents, etc.," which were so dear to the hearts of authors of the old style books.

(b) It presented but one style of shorthand, as distinguished from the "Learner's," "Corresponding," and "Reporting" styles into which most of the old style books divided the subject.

(c) The alphabet was given in easy sections, and the student was able to write words and sentences from the first lesson. It was the "Actual Practice" method adapted to shorthand.

(d) No word was given in the exercises which would be materially changed at a more advanced stage of the study. It was the original "Word Method" of learning shorthand.

(e) A few word signs were given with each lesson, and were incorporated in the sentences, thus rendering the task of memorizing them a comparatively light one.

(f) The shorthand characters were placed alongside the printed words and not on the opposite page. This gave a brighter aspect to the pages, rendered the study more interesting, and resulted in saving the time usually wasted in referring from one page to another. It also enabled the student more readily to test his knowledge of the lessons by covering up the shorthand and trying to write the words from the printed key.

All of these good features have been retained in this edition. The changes made in the arrangement of the lessons simplify the acquirement of the system, and the additional exercises insure a more thorough comprehension of the rules and principles. At the request of several experienced teachers, the plan of giving the phonetic sounds of the words in the earlier lessons, which was omitted in the last revision, has been restored. It may be well to explain that Webster's International Dictionary was used as authority on pronunciation; but in a few words where the pronunciation was optional, preference has been given to the vowel which gave the most facile joining.

An important innovation is the introduction of phrase-writing from the very first lesson. It has been the custom to postpone phrase-writing until the principles of shorthand have been mastered; but all teachers know that when a student has acquired a habit of writing words separately — words that should naturally be joined — it is extremely difficult for him to afterwards obtain an easy command of phrase-writing. By using simple phrases from the beginning of the study, the student easily acquires a habit of joining words, and requires little special instruction in that very important part of the study.

The shorthand forms were reproduced by photo-engraving from my shorthand notes. This method does not give the exactness of form secured by having the outlines drawn by rule and compass, but I believe it is the better plan for the reason that it presents shorthand as *actually written*. Shorthand characters drawn by a draftsman with mechanical precision are ungraceful and lifeless, while skillfully written notes convey an impression of artistic ease of execution that is a constant source of inspiration and encouragement to the student. The slight deviations in the length or shape of the characters so written will familiarize him with the variations to which all written shorthand is subject, and will increase his ability in reading.

It is somewhat unusual to completely revise a shorthand textbook after four years. One of the most popular of the old style text-books was not revised for thirty-five years, and another for twenty-five years. The author of one of these books frankly acknowledged in his preface that the revision was prepared "mainly because the plates from which the preceding editions have been printed are so worn out that repairs are no longer practicable." The revision of Gregg Shorthand has been prepared simply because in my class-room work I found it possible to make certain improvements in the method of presenting

the subject, and in the arrangement of the exercises which would insure even better results. I have always thought that my long experience as a teacher has given me a distinct advantage over most authors in enabling me to understand the needs of both teacher and student, and it is my intention to spare neither labor nor expense in making the text-books and other publications of the system as nearly perfect as possible.

I desire, in conclusion, to express my sincere and heartfelt gratitude to the countless teachers and writers of Gregg Shorthand whose suggestions have aided me in preparing this book, and who have thereby helped to advance a great reform in the art of brief writing.

JOHN ROBERT GREGG.

CHICAGO, March, 1902.

ABOUT GREGG SHORTHAND.

A RADICAL DEPARTURE.

ALL history has shown that when a limit to development in any one direction is reached, further progress has come through a radical departure from the old lines. Gregg Shorthand has aroused exceptional and widespread interest because of two things — its radical departure from the old lines, and the unparalleled success of its writers. For half a century clever phonographers all over the world have been endeavoring to improve the old method, and their efforts have merely resulted in slight modifications of the original system. Had it been possible to make any real improvement on the old lines, it would have been made long ago by Messrs. Graham, Munson, Longley, and the host of other adapters of Pitman's phonography. The theory of the author is that the trend of shorthand progress is toward a more complete identity with our ordinary longhand writing, which, in its adaptability to the hand, embodies the wisdom of ages. Holding that view, no characters have been admitted to the alphabet that are not to be found in ordinary writing. In this there is a great and obvious advantage, for at the very outset of his study the student is enabled to utilize the practice he has had in writing long hand, and is relieved of the drudgery of training the hand to draw with mechanical accuracy unfamiliar characters in all possible directions.

AS COMPARED WITH GEOMETRICAL SYSTEMS.

This great and vital distinction marks the difference between the two styles of writing; in the Pitmanic systems (by which

is meant Isaac Pitman, Benn Pitman, Graham, Munson, Longley, Dement, all modifications of the original Isaac Pitman, which uses geometrical signs as a basis), the writer must become expert in *rapid drawing;* in Gregg Shorthand it is only the further development of writing characters with which the hand is already familiar. But the advantage does not end there, for as the writer becomes expert he finds that in rapid writing the system does not involve the severe manual and mental strain inseparable from the zigzag motion of systems founded on a geometrical basis, nor do the word forms undergo the great changes under stress of rapid writing — a never-ending source of inaccuracy and hesitancy in the Pitmanic systems. Owing to the awkward nature of the joinings in geometrical shorthand, the angles become obscure in rapid writing and all semblance of the original forms is lost. The writer consequently not only has to master the correct form, but all the possible variations of it that take place under pressure of rapid execution. In contrast with this there is a wonderful and unerring analogy in the form of a word in Gregg Shorthand no matter how rapidly it may be written. A writer of a geometrical system can have no adequate idea of the easy flow which is imparted to the writing by the uniformity of movement and the prevalence of curves in the Gregg system.

THE ALPHABET OF GREGG SHORTHAND.

The real strength of Gregg Shorthand lies in its alphabet; all the rest is subsidiary. In his earlier efforts at shorthand construction the author, adhering to the precedent of his predecessors, followed the false theory that the most facile characters must be assigned to the representation of the most frequent letters. He laboriously compiled statistics showing the comparative frequency of letters, or rather sounds, and devoted a great deal of time to scientific experiments with a view to determining the ease with which the various shorthand characters could

be written. In these experiments the results of the investigations of others were of no value, as they had been made from a geometrical standpoint. The alphabets developed by these experiments were hopelessly inefficient, and he was, for a time, reluctantly forced to acknowledge the truth of the assertion so often made that it was impossible to construct a practical system of shorthand using the slope of long hand as a basis, and in which there should be neither shading nor position writing. When he was almost disheartened, there came to him a new idea: *that the value of a letter or a shorthand character is determined by its combination with other letters or characters.* From that idea has come a revolution in shorthand.

The assignment to individual letters, as we have said, is of slight importance; the vital matter is the use made of the combination. Realizing the importance of the discovery he had made, and the vast potentialities that lay back of it, the most exhaustive experimental investigations were made to evolve an alphabet that would endure. The alphabet of Gregg Shorthand has therefore been worked out on scientific principles deduced from a close analytical study of the combinations in the language and the movements used in ordinary writing.

It is almost needless to say that a faulty allotment of the alphabetic characters would have entirely nullified in practice the value of the natural principles which form the basis of the system. But even a cursory glance at the alphabet will show that T, D, N, M have certain strokes assigned to their representation in order that, by the junction of these strokes in the form of a curve, the common syllables *ten*, *den*, *tem*, *dem*, *ent*, *end*, *emt*, *emd* may each be effectively represented by a single effort of the hand. By this combination another important advantage is gained in the abolition of the obtuse or blunt angle which has always been recognized as an obstacle to swift and accurate writing. So much may be seen at a hasty glance,

but a deeper study will prove that the entire alphabet has been carefully thought out in accordance with the respective values of the letters and signs in combination with each other. For example, the ever-recurring compounds *pr*, *br*, *pl*, *bl*, *kr*, *kl*, *gr*, *gl*, *fr*, *fl*, *rk* are each effectively represented by one effort, and the same remark applies to the syllables *ses*, *ted*, *ded*, *men*, *mem*, *def*, *dev*, *jent*, *jend*. Hitherto it has been customary in shorthand systems to deal with these "consonantal diphthongs," as they have appropriately been termed, by special rules and far-fetched devices, with innumerable "exceptions," and the natural result is that these systems present a bewildering number of *possible* ways of writing the same word.

The principles of Gregg Shorthand, on the other hand, enable the writer to construct the forms in the rational order, as it recognizes the truth that the same sounds should always be written with the same forms, and that sounds should always be represented by characters or signs which are *both written and read in the order of their delivery in spoken language*. This principle, that of writing the sounds in their natural sequence, is one of the greatest factors in the speed possibilities of the system, and renders its acquisition a comparatively easy task. The more it is studied, the more impressed will the thoughtful investigator be with the Gregg alphabet as a marvelous welding of simplicity and power. Nothing, perhaps, more impressively evidences the strength of the alphabet than the fact that not one character has been changed since it was first published, and none has even been suggested. And this combination of simplicity and power in the alphabet is the surest guarantee of its permanence. The numerous changes which the alphabet of the Pitmanic system has undergone, on the other hand, clearly show that it has been found lacking.

SYNOPSIS OF LEADING PRINCIPLES OF STRUCTURE.

(1) *No Compulsory Thickening.*—May be written either light or heavy.
(2) *Written on the Slope of Longhand*, thus securing a uniform manual movement.
(3) *Position Writing Abolished.* — May be written on unruled paper and in one straight line.
(4) *Vowels and Consonants are Joined*, and follow each other in their natural order.
(5) *Angles are Rare.* — Curves predominate.

} As in Ordinary Writing.

This brief synopsis will suffice to show that the aim of the author has been to adhere to those natural principles which govern ordinary writing. By a practical combination of these elements as a foundation, the system secures to the writer, *with very little practice*, that perfect command of the characters which is productive of the best results, and which can only be obtained with the old methods by years of painstaking, persistent practice.

ITS SUCCESS IN DIFFICULT REPORTING.

The success of Gregg Shorthand in commercial work, as the first and greatest field for the employment of the art, has naturally enough somewhat obscured its equally great achievements in reportorial work. More than nine-tenths of those who study shorthand make use of it in commercial work, and the ready adaptability of Gregg Shorthand to all lines of business, however technical the language used, may be found its greatest element of strength.

In the April, 1901, issue of the *Gregg Writer*, we published a letter from Dr. Wilson A. Smith bearing emphatic testimony to the remarkable efficiency of the system in reporting medical

lectures and discussions, which is admittedly the most difficult of all stenographic work; and we are constantly learning of Gregg writers, after a very brief experience in general stenographic work, successfully entering the field of court reporting. In a system so young the strides made by Gregg Shorthand in the reportorial field have been phenomenal, and have been viewed with astonishment by those who have regarded reporting efficiency as something to be expected only after years of practice and experience in general work — more years than Gregg Shorthand has been in existence.

RECEIVED HIGHEST SCIENTIFIC INDORSEMENT.

The following is taken from "Researches on Movements Used in Writing," by Cloyd N. McAllister, Ph. D., being a reprint from Vol. VIII. of Studies from the Yale Psychological Laboratory. The report is an exhaustive account of the elaborate scientific experiments conducted by the Yale Psychological Laboratory to determine the relative ease with which the various movements in writing can be made. The following paragraphs referring to Gregg Shorthand contain the highest scientific indorsement ever given to a system of shorthand writing:

"For the students of stenography, the question of speed is of the greatest importance. The older systems contain many characters that must be made by movements in the direction of the radii of quadrant IV. These movements are very slow, requiring 27 per cent more time on the average than the movements of quadrant III., and 24 per cent more than those of quadrant I.

"One system of shorthand, introduced into this country about 1893, contains no characters that must be made in either quadrant II. or IV., and the slope of the characters is such that they lie very near the middle of the quadrants I. and III. In this respect, then, *this system of shorthand is the most rapid yet devised.*"

ADVICE TO THE STUDENT.

Thoroughness is absolutely essential to satisfactory progress in shorthand. And while it is important at all stages of the study, it is especially so in the earlier lessons, because the system is based on these. While the manner of preparing the lesson will depend largely on the individual and his teacher, the following method has been found very effective:

After having studied the rules and thoughtfully practiced writing the illustrative examples given, go over the General Exercise by reading the printed word and observing closely how it is written in shorthand. It will be of no practical value to you to do this in a desultory manner; you must apply yourself diligently to the task. Analyze thoroughly the sounds expressed by the shorthand characters. When you have done this, test your knowledge of the lesson by covering up the printed words and translating from the shorthand characters, writing the words in long hand in your note-book and comparing afterwards with the original. Then write the words in shorthand, and compare with the outlines given in the Manual. Correct your errors relentlessly, and practice the corrected forms until they are mastered.

If you have done this work thoughtfully and conscientiously, you are now prepared to practice the outlines with a view of obtaining facility in writing.

At first, write slowly and carefully, aiming at accuracy rather than speed, but do not *draw* the characters. You must understand at the outset that shorthand must be *written;* but you must also impress upon your mind that whatever you write you must read, hence the necessity for good penmanship. As skill in executing the movements is obtained, the speed may be increased

until the forms can be written rapidly. Some attention should be given to acquiring a capacity for writing *individual* outlines rapidly without perceptible stops, with a free movement of the hand. Aim to acquire a smooth style of writing, executing each character with an easy, *continuous* motion of the pen, and passing directly to the next without unnecessary movements. A halting, jerky movement is fatal to speed, and may be traced almost always to indecision, caused by unfamiliarity with the forms. Analyze the words carefully at first; and to do this it is necessary, of course, to think of them in detail, but when the outline has been determined, in practicing it think of it as a *whole*. Repetition is a principle of education that is particularly applicable to such an art as shorthand, where knowledge must be accompanied by a high degree of technical skill. Frequent reviews of the lessons should therefore be a part of the student's regular course, until all the principles have been incorporated in his writing, and he has acquired skill in applying them.

In order that your progress may be sure and rapid, master each lesson before proceeding to the next. After completing a lesson in the Manual, and testing your knowledge of it, as explained above, write out the test given for each lesson in "Progressive Exercises." When your work has been corrected, fill out *all* the blank spaces faithfully. These exercises have been selected and arranged for the purpose of developing independent reading and writing ability on the part of the student, and they are of the utmost importance. They should always be used in connection with the Manual, as their use will insure a thorough knowledge of the rules, exactness in writing, and facility in reading.

Your advancement depends upon your knowledge of the forms and phrases, and the facility with which you can write them. Therefore a great deal of practice in reading and writing is necessary to acquire skill in writing and confidence in reading.

In addition to the work outlined in this Manual, we strongly recommend the use of the exercises given each month in the Learners' Department of the Gregg Writer. These exercises can be used with great advantage from the very first lesson. Each number contains many helpful suggestions, and a number of shorthand pages that afford valuable reading and writing exercises for students at all stages of advancement.

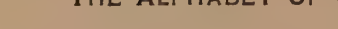
Whether to use a pen or pencil in writing will depend to a large extent upon the temperament of the writer. If a pen is used, be sure to select one that writes smoothly; if a pencil, see that it is always kept *sharp*. Do not exert any more pressure than is necessary to make a clear character. Provide yourself with a number of good pencils, and before the day's session begins, sharpen them so that you will not lose any time from your school work.

You must remember that in the learning of shorthand there are two important factors—systematic development and cultivation of the mind, and skillful training of the hand, that the hand and brain must be brought to work together harmoniously and smoothly. This cannot be accomplished by unmethodical and half-hearted efforts. If you attack the difficult problems with confidence and determination, half of their difficulty will disappear. You must put enthusiasm into your study, and learn to rely on yourself. Never give a second thought to what will be the final outcome of your efforts. You will find that your reward will be exactly gauged by the degree of proficiency you attain, and that skill in any art comes only from infinite and determined practice.

THE ALPHABET OF GREGG SHORTHAND.

CONSONANTS.

K G R L N M



P B F V CH J T D

down down down up

S TH SH H

or or

down up

BLENDED CONSONANTS.

COMPOSED OF

TeN, DeN

TeM, DeM

eNT, eND

eMT, eMD

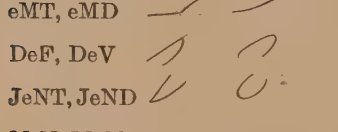
DeF, DeV

JeNT, JeND

MeN, MeM

TeD, DeD

SeS



VOWELS.

Short.	*ă as in*	cat	
Medium.	*ā* "	calm	
Long.	*ā* "	came	
Short.	*ĕ as in*	din	
Medium.	*ē* "	den	
Long.	*ē* "	dean	
Short.	*ŏ as in*	hot	
Medium.	*aw* "	audit	
Long.	*ō* "	ode	
Short.	*ŭ as in*	tuck	
Medium.	*o͝o* "	took	
Long.	*o͞o* "	doom	

DIPHTHONGS.

COMPOSED OF

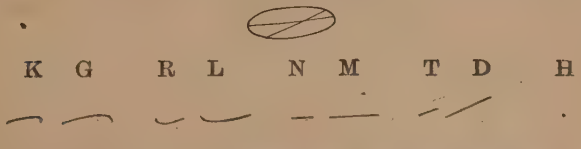
U	*ē-o͞o as in*	unit	
OW	*ä-o͞o* "	owl	
OI	*aw ē* "	oil	
I	*ä-ē* "	isle	

FIRST LESSON.

1. Write the sounds of each word and omit all silent letters; thus for *aim* write *ām* (long sound of *a*), for *cat* write *kăt*, for *knee* write *nē*.

CONSONANTS.

2. The alphabet should be mastered in sections, as given in these lessons. It will be noticed that the consonants are arranged in pairs, according to their affinity of sound, and are distinguished by a difference in length. There is no absolute standard as to length, as the characters, being founded on ordinary writing, vary in size, slope, etc., according to the personal habits of the writer. The size of the characters given in this manual will be a safe standard to adopt. The characters for the consonants in this lesson are derived from an elliptical figure, thus:



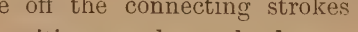
3. All of these characters are written *forward* from left to right, and T, D struck *upward* from the line of

writing. The G here given is pronounced *gay*, being the hard sound as in *game, get*, and not the soft sound heard in *gem, magic*. The aspirate H is indicated by a dot placed over the vowel. Practice all these characters until you can write them without the slightest hesitation.

VOWELS.

4. In writing by sound there are twelve distinct vowels, instead of five, as in the ordinary spelling. These twelve vowels are arranged in groups, each group consisting of three closely related sounds, which are represented in practical writing by the *same* sign.

5. In this lesson we have the first two groups, which are called the "A" and "E" groups. When joined to other characters the circle or ring is the most facile of all stenographic marks. In the body of a word it is usually as easy to include a circle as to omit it, and it frequently happens that by taking away an angle that would obstruct the continuous movement of the pen the circle actually increases the speed with which the outline may be written. It follows that circles should represent very frequent letters, and in this system the small circle represents *e*, the most common letter in the language, and the large circle represents *a*, which ranks second in importance. If you leave off the connecting strokes of the *a* and *e* of ordinary writing, you have the large and small circles or loops, and these represent the letters *A* and *E* in this system; thus



6. The large circle represents the short sound of *a*, as heard in *cat, ran;* a dot placed beneath the circle indicates the medium sound of the vowel, as in *calm, mar;* a short dash in the same position indicates the long sound, as in *ate, aim.* Practice the following:

ă cat kăt

ä calm käm

ā came kām

7. The small circle represents the short sound of *i*, as heard in *dim, rid* (not the long sound of *i*, heard in *dime, ride*); a dot beneath the circle indicates the sound of *e*, as in *get, net;* a short dash in the same position indicates the long sound of *e*, as in *me, meek.* Practice the following:

ĭ din dĭn

ĕ den dĕn

ē dean dēn

8. The dot and dash are sometimes useful for enabling the writer to indicate with precision the exact vowel sounds in unfamiliar or isolated words, but otherwise they are seldom used in practical work. In the following exercises they are introduced to give facility in applying them, but are omitted in writing sentences.

Rules for Joining Circles.

9. When joined to a curve the circle is turned on the inside of the curve.

eke	ē k		hack	h ă k	
key	k ē		lay	l ā	
ear	ē r		ill	ĭ l	
egg	ĕ g		era	ē r ă	
ale	ā l		gay	g ā	

10. Between two reverse curves the circle is turned on the back of the first curve.

kill	k ĭ l		rack	r ă k	
wreck	r ĕ k		lake	l ā k	
gear	g ē r		trick	t r ĭ k	
rig	r ĭ g		rag	r ă g	

11. When joined to straight lines, the circle is written forward—as the hands of a clock move.

aim	ā m		day	d ā	
me	m ē		may	m ā	
him	h ĭ m		mean	m ē n	

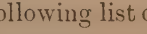
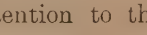
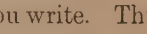
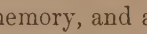
12. When two characters join with an angle, the circle is written on the outside of the angle.

rear	r ē r		meek	m ē k	
keg	k ĕ g		net	n ĕ t	
team	t ē m		gain	g ā n	

13. You can now proceed to copy the following list of words. In doing this, pay particular attention to the sounds of each word, and repeat them as you write. This will help to impress the forms upon your memory, and at the same time familiarize you with the ordinary process of note-taking. When you have gone through the examples, test your knowledge of the lesson by covering up the shorthand forms and trying to write the words correctly without looking at the printed characters.

---

14. **GENERAL EXERCISE.**

knee	n ē		take	t ā k	
keen	k ē n		tact	t ă k t	
kick	k ĭ k		tray	t r ā	
ache	ā k		train	t r ā n	
acre	ā k r		treat	t r ē t	
acme	ă k m ē		nail	n ā l	

neck	n ĕ k		tale	t ā l	
cake	k ā k		tame	t ā m	
ark	ä r k		deem	d ē m	
eat	ē t		rim	r ĭ m	
kit	k ĭ t		rainy	r ā n ĭ	
hit	h ĭ t		hill	h ĭ l	
had	h ă d		mill	m ĭ l	
eddy	ĕ d ĭ		attic	ă t ĭ k	
writ	r ĭ t		calm	k ä m	
meet	m ē t		came	k ā m	
creed	k r ē d		ticket	t ĭ k ĕ t	
cream	k r ē m		tickle	t ĭ k l	
merry	m ĕ r ĭ		deck	d ĕ k	
lane	l ā n		deacon	d ē k n	
lamb	l ă m		decay	d ē k ā	
lady	l ā d ĭ		rail	r ā l	
ready	r ĕ d ĭ		reel	r ē l	
deed	d ē d		gray	g r ā	

grim	g r ĭ m		arena	ă r ē n ă	
dairy	d ā r ĭ		narrate	n ă r ā t	
get	g ĕ t		marine	m ă r ē n	
gain	g ā n		lick	l ĭ k	
linen	l ĭ n ĕ n		kettle	k ĕ t l	

SIMPLE WORD-SIGNS.

15. A large proportion of all written and spoken language is made up of a few simple words repeated over and over again; indeed it is computed that about one hundred of these words comprise more than one-half of all ordinary language. In all systems of shorthand, brief forms are provided for such words, and the following list should be committed to memory before proceeding further:

can		at, it	
go, good		would	
are, our		he	
well, will		I	
in, not		a, an (dot)	
am, more		the (th)	

up

PHRASE-WRITING.

16. The joining of simple words is a great help to speed in shorthand writing, if done judiciously. It is a difficult art to acquire if deferred, as is usually done, until the student has formed a habit of writing the common words separately. You should, therefore, assiduously cultivate the practice from the first lesson by the use of such simple phrases as are here given. The broader application of the principle in actual work will then become easy and natural.

in the		it will	
I can		will not	
I will		can not	
would not		it will not	
I would		I can not	
I am		in our	
at the		can the	

PUNCTUATION, ETC.

17. The period or full stop is expressed by ˙, the end of a paragraph by ˃, the dash by =, and the interrogation by ×. Capitals and proper names may be indicated by two short dashes under the outline. The parenthesis may be expressed by the ordinary marks with short dashes through them ⟨ ⟩.

18. The following sentences should be written without referring to the preceding pages. If you have much difficulty in writing the words, you may rest assured that the lesson has not been thoroughly mastered, and that you require further practice on the examples already given. Write slowly and carefully. As a good style is the first essential to rapid writing, you should earnestly endeavor to obtain such a command over the outlines that your hand will execute them neatly and legibly when you begin to "get up speed."

---

19. **WRITING EXERCISE.**

Write the following sentences in shorthand:

Dan would-not take the ticket at-the gate.

I-will get the rare meat.

Can Lena not eat more cake?

Our cat would-not kill the rat in-the garret.

The greedy cattle may eat the hay in-the rack.

Minnie Miller will-not trim her hat in green.

Our train came in late.

Dick Allen came here at a late hour.

Can Hallie take the red hat?

The League team will meet at-the Arena.

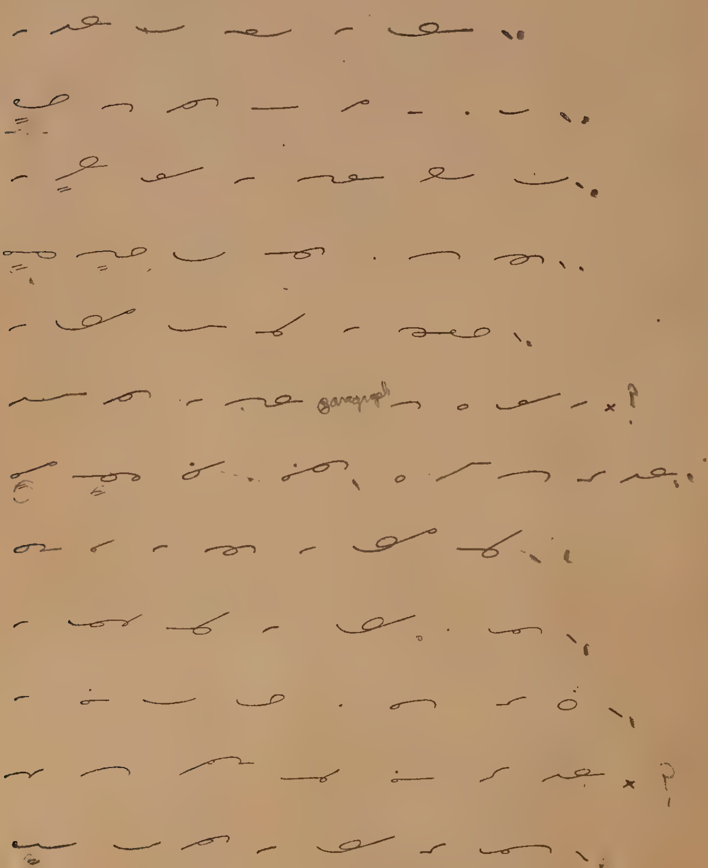
Had Henry the key? He-will-not go in-our train.

A good deed may not tarry.

It-will go well.

20. READING EXERCISE.

Transcribe the following:



SECOND LESSON.

21. All the characters given in this lesson are written downward. *CH* is pronounced *chay*, not *see, aitch*; and *SH* should be called *ish*, not *es, aitch.* The close relationship existing between *SH* and *CH* will be made clear by pronouncing *branSH, branCH, FrenSH, FrenCH; SH* should be written as a mere tick. These characters are derived from another elliptical figure; thus

P B F V CH J SH

22. Should you have any difficulty in memorizing these signs, the following mnemonics may be of assistance:

23. In writing *F, V,* a rather vertical inclination is desirable in order that the curve may join easily with other characters. Practice the following outlines and in doing so join *fr, fl* without forming an angle. The motion

is just the same as in writing a part of *Y* in long-hand, thus

free	f r ē		feed	f ē d	
fray	f r ā		fig	f ĭ g	
frame	f r ā m		vain	v ā n	
flash	f l ă sh		fail	f ā l	

24. As the system is founded on the elements of long-hand writing, and has the same freedom of movement, the circle may assume the form of a loop where more convenient.

dash	d ă sh		Jack	j ă k	
fame	f ā m		chat	ch ă t	
shade	sh ā d		lap	l ă p	
teach	t ē ch		lash	l ă sh	

25. Between an oblique curve — such as P, B, F, V — and a straight line, the circle is placed on the outside.

palm	p ā m		beam	b ē m	
beat	b ē t		knave	n ā v	
Dave	d ā v		tiff	t ĭ f	

26. The base of the first consonant of a word (with the exception of S before down strokes) rests on the line of writing.

map	m ă p		match	m ă ch	
deep	d ē p		midge	m ĭ j	
cave	k ā v		chief	ch ē f	

---

27. General Exercise.

if	ĭ f		gem	j ĕ m	
papa	p ă p ă		nap	n ă p	
Eva	ē v ă		peal	p ē l	
able	ā b l		cheap	ch ē p	
each	ē ch		beak	b ē k	
age	ā j		jig	j ĭ g	
she	sh ē		balm	b ä m	
bane	b ā n		chain	ch ā n	
fear	f ē r		catch	k ă ch	
beer	b ē r		bread	b r ĕ d	
play	p l ā		breach	b r ē c h	

cheek	ch ē k		shave	sh ā v	
reap	r ē p		image	ĭ m ā j	
peep	p ē p		jam	j ă m	
grave	g r ā v		feel	f ē l	
evil	ē v l		rave	r ā v	
peach	p ē ch		ledge	l ĕ j	
frail	f r ā l		rage	r ā j	
flap	f l ă p		fit	f ĭ t	
latch	l ă ch		vague	v ā g	
brief	b r ē f		happy	h ă p ĭ	
nib	n ĭ b		dip	d ĭ p	
chin	ch ĭ n		rich	r ĭ ch	
calf	k ă f		navy	n ā v ĭ	
apple	ă p l		shame	sh ā m	
badge	b ă j		vim	v ĭ m	
shake	sh ā k		niche	n ĭ ch	
appeal	ă p ē l		heavy	h ĕ v ĭ	
chap	ch ă p		fish	f ĭ sh	

28. WORD-SIGNS AND PHRASES.

put		for the	
be, but		in which	
for		in which the	
have		I have	
change, which		I have not	
shall, ship		I shall	
before		I shall not	
about		I shall have	
after		from the	
ever-y		may be	
name		would be	
form, from		the letter	
been, bound		will not be	
give-n		which have	
please		please ship	
let, letter		please ship the	
Mr., market		please have	

29. WRITING EXERCISE.

The good chaplain will preach if in good form, but he may-be ill.

Can Eva catch fish in-the lake?

Papa may give him a chain for-the gate.

I-have given him a map.

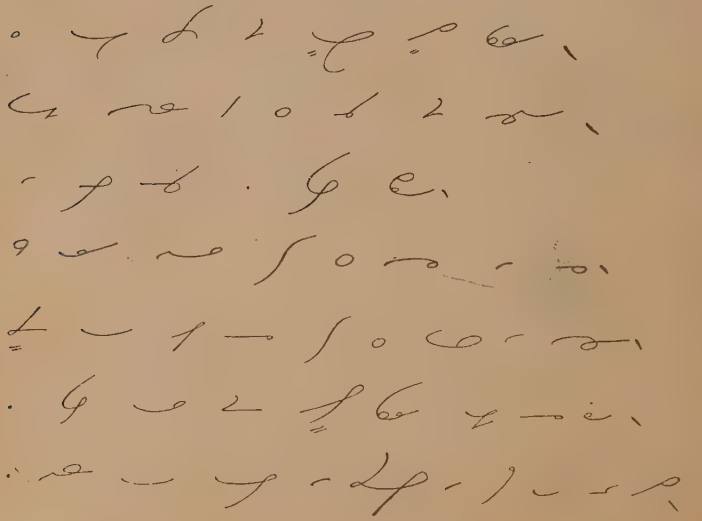
Jennie will-be here in an hour, if she can go.

Shall our Jack give papa the paper in-which it-will appear?

I-have-not met the brave chief.

---

30. READING EXERCISE.



THIRD LESSON.

31. The characters for the vowels given in this lesson are derived from a small elliptical figure, thus:

32. The downward hook represents the short sound of *o*, heard in *hot, top;* a dot beneath the hook indicates the sound of *aw*, as in *awe, law*, while the short dash indicates the long sound, as in *owe, no.*

ŏ		rot	r ŏ t	
aw		wrought	r aw t	
ō		wrote	r ō t	

33. The downward hook is placed on its side *before* N, M, R, L, except when preceded by a downward character.

on	ŏ n		coal	k ō l	
or	aw r		omit	ō m ĭ t	
moan	m ō n		home	h ō m	
nor	n aw r		dawn	d aw n	

34. When preceded by a downward character, the hook retains its usual form.

bore	b ō r		pole	p ō l	
bone	b ō n		foam	f ō m	
shoal	sh ō l		borrow	b ŏ r ō	

35. The upward hook represents the short sound of *u*, heard in *hum, dumb* (not the long sound of *u* heard in *use*, which will be given in another lesson); a dot beneath the hook indicates the sound of *oo*, in *took, foot*, while the short dash indicates the long *oo*, as in *doom, boom*.

ŭ			tuck	t ŭ k	
o͝o			took	t o͝o k	
o͞o			tomb	t o͞o m	

36. To avoid an angle, the upward hook is dropped on its side *after N or M*.

nun	n ŭ n		muff	m ŭ f	
mood	m o͞o d		nook	n o͝o k	
moon	m o͞o n		mug	m ŭ g	

37. The upward hook is dropped on its side also after K or G, *when followed by R or L*.

cool	k o͞o l		gull	g ŭ l	
curry	k ŭ r ĭ		Gurney	g ŭ r n ĭ	

38. GENERAL EXERCISE.

rot	r ŏ t		cough	k aw f	
wrought	r aw t		cope	k ō p	
wrote	r ō t		curb	k ŭ r b	
rut	r ŭ t		cuff	k ŭ f	
room	r o͞o m		gorge	g aw r j	
law	l aw		gush	g ŭ sh	
low	l ō		tawny	t aw n ĭ	
loom	l o͞o m		toad	t ō d	
gnaw	n aw		tore	t ō r	
naught	n aw t		tug	t ŭ g	
note	n ō t		to	t o͝o	
Nome	n ō m		too	t o͞o	
nor	n aw r		dough	d ō	
nut	n ŭ t		dote	d ō t	
nook	n o͝o k		dome	d ō m	
Maud	m aw d		door	d ō r	
mode	m ō d		duck	d ŭ k	

do	d o͞o		jaw	j aw	
doom	d o͞o m		Joe	j ō	
haw	h aw		Jove	j ō v	
hoe	h ō		Shaw	sh aw	
who	h o͞o		shawl	sh aw l	
paw	p aw		show	sh ō	
pawn	p aw n		shut	sh ŭ t	
Poe	p ō		shoe	sh o͞o	
pope	p ō p		shoot	sh o͞o t	
puff	p ŭ f		hawk	h aw k	
pool	p o͞o l		oak	ō k	
beau	b ō		hook	h o͝o k	
boor	b o͞o r		hog	h ŏ g	
fawn	f aw n		hug	h ŭ g	
foe	f ō		orb	aw r b	
food	f o͞o d		hollow	h ŏ l ō	
chop	ch ŏ p		whole	h ō l	
chuckle	ch ŭ k l		hull	h ŭ l	

on	ŏ n		owed	ō d	
own	ō n		hood	h o͝o d	
omit	ō m ĭ t		opal	ō p l	
honey	h ŭ n ĭ		up	ŭ p	
hum	h ŭ m		hub	h ŭ b	
whom	h o͞o m		hobby	h ŏ b ĭ	
ought	aw t		obey	ō b ā	
hut	h ŭ t		huff	h ŭ f	
hoot	h o͞o t		hoof	h o͞o f	
odd	ŏ d		oven	ŭ v ĕ n	
awed	aw d		hush	h ŭ sh	

W AND Y.

39. W is expressed by the sign for o͞o, because it is equivalent to that sound when followed by a vowel, as o͞o-ā-t—*wait.*

we	w ē		wall	w aw l	
weave	w ē v		woe	w ō	
wait	w ā t		wool	w o͝o l	

40. The combination WH is really sounded *hw*, as h-w-ē-l—*wheel*, and is therefore expressed by a dot placed over W.

whit	hw ĭ t		whack	hw ă k	
whig	hw ĭ g		wheat	hw ē t	
wheel	hw ē l		whim	hw ĭ m	

41. The vowel E is equivalent to Y, as ē-ō-r—*yore*, and a special sign for Y is therefore unnecessary.

yacht	y ŏ t		yore	y ō r	
yawn	y aw n		yawl	y aw l	

42. At the beginning of a word it is more convenient to express YE by a small loop and YA by a large loop. Where necessary the dot or dash may be used to denote the exact vowel sound.

ye	yē		yellow	yĕ l ō	
yea	yā		yam	yă m	
yet	yĕ t		Yale	yā l	

43. GENERAL EXERCISE.

widow	w ĭ d ō		wove	w ō v	
wagon	w ă g n		woof	w o͝o f	

wash	w ŏ sh		yelp	yĕ l p	
wedge	w ĕ j		year	yē r	
wage	w ā j		yell	yĕ l	
wade	w ā d		Yarrow	yă r ō	
weary	w ē r ĭ		willow	w ĭ l ō	
walk	w aw k		way	w ā	
wool	w o͝o l		wave	w ā v	
whiff	hw ĭ f		wake	w ā k	
whale	hw ā l		yoke	y ō k	

---

44. WORD-SIGNS AND PHRASES.

of		body	
all		judge	
you, your		keep	
care		friend-ly	
call		public	
far, favor		full-y	
fall, follow		look	

of the		you will have	
of all		if you have	
of your		if you will	
of which		if you can	
on the		if you give	
of our		to you	
on which		do you	
on which the		to give	
you have		to keep	
you have not		to go	
we have		on you	
we have not		from you	
we are		from which	
we will		you can	
you may be		you can not	
you may have		you can have	
you are		your letter	
you will		your favor	
you will be		have you given	

45. **WRITING EXERCISE.**

Oh, I pray all the people in-the yacht may reach the shore.

We-will wash or weave the wool for-the chief.

I appeal to-you: which of-you took the body from-the wreck?

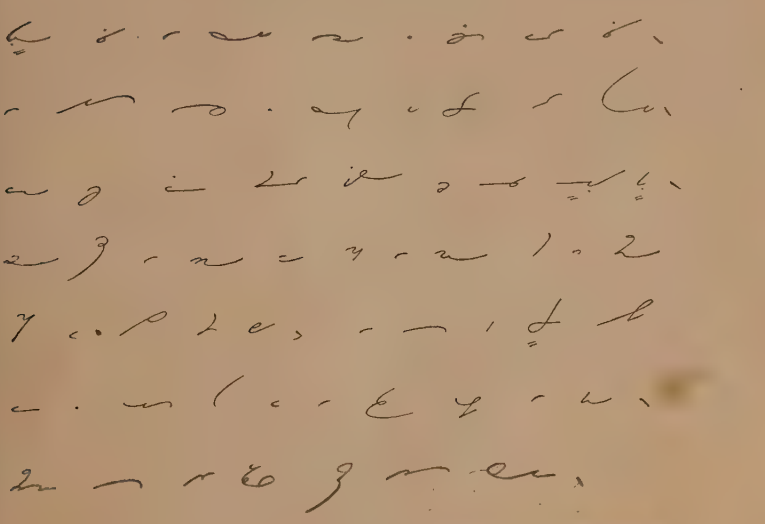
Are you able to read the name on-the check?

We-have your-letter. May we make it public?

If-you-are-not yet ready to-go, I cannot wait for you.

---

46. **READING EXERCISE.**



Property of the
Lancaster School Boa

FOURTH LESSON.

47. From the small elliptical figure given in the last lesson we obtain two small curves which are written downward to express the very common letter S, and upward to express TH. These forms can never be confused, as they are governed by simple and definite rules.

S TH

down up

Practice these characters; but in doing so, keep steadily in mind that the curves for S are written downward, while those for TH are struck upward, and at a greater inclination.

48. Seeing that the small curves for S occur in writing one of the forms of that letter in longhand, there should be no difficulty in remembering them; thus

49. There is more constraint on the hand in making a small curve in an upward direction than a similar curve downward. In certain joinings it is difficult to make an exact upward curve, and it is for this reason that the

small upward curve is assigned to the representation of TH, which is comparatively infrequent. Should this little curve assume the appearance of a straight line under the stress of rapid note-taking, the context will readily decide whether T or TH was intended, as "I taught (thought) so," or "Did you trow (throw) a stone?"

RULES FOR JOINING S AND TH.

50. When S is joined to a curve, write the sign in the same direction as the curve in order to secure a uniform movement. Do not change the form when a circle intervenes.

spray	s p r ā		face	f ā s	
sap	s ă p		skate	s k ā t	
sabre	s ā b r		sick	s ĭ k	
reaps	r ē p s		ethics	ĕ th ĭ k s	
pass	p ă s		case	k ā s	
bees	b ē s		guess	g ĕ s	
sphere	s f ē r		slay	s l ā	
safe	s ā f		sale	s ā l	
puffs	p ŭ f s		race	r ā s	

51. When S is joined to a straight line form a sharp angle. Do not change the form when a circle intervenes.

stay	s t ā		snow	s n ō	
set	s ĕ t		seen	s ē n	
nets	n ĕ t s		smack	s m ă k	
teas	t ē s		same	s ā m	
said	s ĕ d		leans	l ē n s	
odds	ŏ d s		knees	n ē s	
days	d ā s		hymns	h ĭ m s	

52. It will be noticed that S is written in accordance with the movement of the hands of a clock before K, G, N, M, F, V, Sh, Ch, J; but it is written with the reverse movement before or after P, B, R, L, and after N, M, T, D.

53. When joining TH to O, R, L, form a sharp angle.

though	th ō		earth	ĕ r th	
throw	th r ō		health	h ĕ l th	
thought	th aw t		mirth	m ĕ r th	
throne	th r ō n		threat	th r ĕ t	

54. In words consisting of S or TH, or both, and a vowel, write the sign in accordance with the hands of a clock movement.

they	th ā		sees	s ē s	
say	s ā		essay	ĕ s ā	
Seth	s ĕ th		heath	h ē th	
see	s ē		hath	h ă th	

55. The hooks may be regarded as minute curves, and rules for joining S or TH to curves will therefore apply to them. It is found more convenient, however, in words beginning with *so* to write S in accordance with hands of clock movement, and to form the combination *us* in many words without an angle, as shown in the following examples:

so	sō		us	ŭ s	
soul	s ō l		bus	b ŭ s	
sop	s ŏ p		gust	g ŭ s t	

56. In practical writing Z is represented by the sign for S, but an oblique dash marks the distinction in isolated words.

gas	g ă s		face	f ā s	
gaze	g ā z		phase	f ā z	

57. The TH heard in *breathe* may be distinguished from the sound heard in *breath*, if necessary, in a similar manner.

breath	b r ĕ th		bath	b ă th	
breathe	b r ē th		bathe	b ā th	
lath	l ă th		loath	l ō th	
lathe	l ā th		loathe	l ō th	

NG AND NK.

58. The sound of NG, heard in *long*, is expressed by slightly lowering the N; and NK (which is sounded *ngk*, as rang-k—rank) by a longer sign.

ring	r ĭ ng		king	k ĭ ng	
rink	r ĭ ngk		kink	k ĭ ngk	
sing	s ĭ ng		wing	w ĭ ng	
sink	s ĭ ngk		wink	w ĭ ngk	

59. GENERAL EXERCISE.

as	ă z		save	s ā v	
us	ŭ s		sweet	s w ē t	
see	s ē		thick	th ĭ k	
seem	s ē m		ethic	é th ĭ k	

solemn	s ŏ l ĕ m	link	l ĭ ngk
scratch	s k r ă ch	throat	th r ō t
scream	s k r ē m	fasten	f ă s n
scrip	s k r ĭ p	through	th r o͞o
score	s k ō r	berth	b ĕ r th
seek	s ē k	both	b ō th
sleepy	s l ē p ĭ	booth	b o͞o th
sell	s ĕ l	myth	m ĭ th
serene	s ĕ r ē n	gang	g ă ng
steel	s t ē l	lengthy	l ĕ ng th ĭ
stray	s t r ā	erase	ē r ā s
strap	s t r ă p	terrace	t ĕ r a s
city	s ĭ t ĭ	shoes	sh o͞o z
said	s ĕ d	shows	sh ō z
snake	s n ā k	fancy	f ă n s ĭ
smash	s m ă sh	efface	ĕ f ā s
smith	s m ĭ th	zero	z ē r ō
spray	s p r ā	thus	th ŭ s

60. WORD-SIGNS AND PHRASES.

is, his		is the	
their, there		is not	
any		is there	
business		there is	
this		this is	
those		this is the	
them		this is not	
some		in this	
ask		in those	
that		in these	
was		I was	
cause, because		in that	
course		for that	
next		for this	
state		there will be	
speak, speech		is that	
such		in such	

61. WRITING EXERCISE.

Please ask him if he said those people have had good business all through this season?

She essays to sing a song, but fails.

The nerves are made to feel, the lungs to breathe, the nose to smell, the tongue to taste, the ears to hear.

All are made to suit a plan, to act.

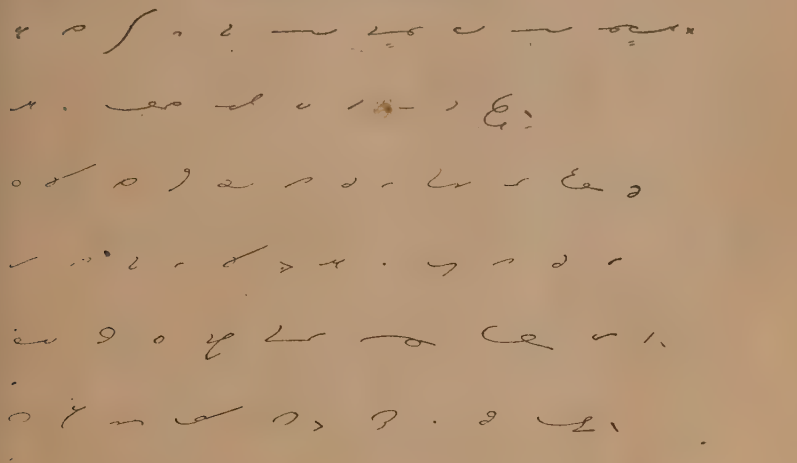
It is well to know these: this, these, those, thus.

She cannot wholly efface all trace of the acid from the brass.

Do not throw your waste paper on the floor, but put it in the basket.

---

62. READING EXERCISE.



FIFTH LESSON.

DIPHTHONGS.

63. A diphthong is the union in one syllable of two simple vowels uttered in rapid succession. The diphthongs are therefore expressed by joining the circles and hooks for the vowels of which they are composed.

64. The simple vowels *ē* and *ōō* uttered in rapid succession yield the diphthong *u* as heard in *use, few,* and the sign for this diphthong is obtained by joining the signs for these two sounds.

ū			feud	f ū d	
hue	h ū		mute	m ū t	
fume	f ū m		unique	ū n ē k	

65. By rapidly coalescing *ä* and *oo* in pronunciation the diphthong *ow,* heard in *now, out,* is obtained, and it is therefore expressed by joining the signs for these two sounds.

ow			mouse	m ow s	
how	h ow		now	n ow	
cow	k ow		bough	b ow	

66. By rapidly coalescing *aw* and *e* in pronunciation the sound of *oi* is obtained, hence this diphthong is expressed by joining the signs for these two sounds.

oi			joy	j oi	
oil	oi l		annoy	ă n oi	
toil	t oi l		Hoyle	h oi l	

67. In forming the diphthong, the circle should be written outside the hook, as in the following examples:

youth	ū th		cue	k ū	
ounce	ow n s		thou	th ow	
toy	t oi		Roy	r oi	

68. The diphthong ī requires special attention. The sign for it is simply a large circle with a line traced through it, and resembles a combination of the large and small circles, representing ă and ē, which, if coalesced in pronunciation, yield a sound almost equivalent to ī. The slightest variation of the circle is sufficient to denote the diphthong, as will be seen by comparing the following outlines:

fan	f ă n		rap	r ă p	
fine	f ī n		ripe	r ī p	

69. The rules governing the joining of the circles apply to the diphthong ī. In the words *tile, Nile,* for instance, the sign is placed outside the angle as is done in *tale, nail.* Study and practice the following outlines very carefully:

ī			mine	m ī n	
try	t r ī		fight	f ī t	
sky	s k ī		Nile	n ī l	
my	m ī		rhyme	r ī m	

Vowel Combinations.

70. The facile representation of two or more vowels which are joined but do not form a pure diphthong, is not the least important of the many advantages gained by a simple but powerful connective-vowel scale. It is generally sufficient to join such vowels together in natural order as they occur, but in unusual words or names it is sometimes desirable to indicate the exact shades of sound by the use of the distinguishing marks.

Leo	l ē o		olio	ō l ĭ ō	
Owen	ō ĕ n		cameo	k ă m ē ō	
Noah	n ō a		snowy	s n ō ĭ	

71. The combinations *īa, īe, īo,* are expressed by joining the large and small circles.

via	vīa		lion	līŏn	
fiat	fīăt		Messiah	mĕsīa	
dial	dīal		iota	īōta	

72. Where necessary, the sound of ĭă, as heard in *manĭa,* is expressed by a dot placed inside the large circle, and ea, as heard in *create,* by a dash in the same place.

mania	mānĭa		Olympia	olĭmpĭa	
Amelia	amēlĭa		Arabia	arābĭa	
area	ārēa		ammonia	ămōnĭa	

---

73. GENERAL EXERCISE.

view	vū		soil	soil	
mew	mū		choice	chois	
gout	gowt		high	hī	
ounce	owns		chime	chīm	
boy	boi		size	sīz	
troy	troi		type	tīp	

ripe	rīp		noise	nois	
tile	tīl		doughy	dōĭ	
guide	gīd		humid	hūmĭd	
scout	skowt		Samoa	săm ōa	
kite	kīt		maniac	mānĭăk	
vice	vīs		Alloa	alōa	
price	prīs		genial	jēnĭal	
thy	thī		signs	sīns	
apply	ăplī		science	sīĕns	
sigh	sī		pliers	plīĕrs	
bias	bīas		Romeo	rōmēō	
iota	īōta		Syme	sīm	
guy	gī		Siam	sīăm	
mouth	mowth		Ionia	īōnĭa	
coy	koĭ		Lydia	lĭdĭa	
riot	rīŏt		labial	lābĭal	
align	ălīn		diary	dīarĭ	
alliance	alīans		create	krēāt	

74. WORD-SIGNS AND PHRASES.

use		why not	
how, out		why have	
why		on this side	
while		write me	
new		please write	
right, write		please wire	
allow		how do	
like		I will write	
light		we will write	
side		I would like	
decide		we would like	
reply		I will allow	
represent		in reply	
kind		your kind	
wire		your kind letter	
client		your kind favor	
yes		if you decide	

75. WRITING EXERCISE.

All toil on-the soil is-not joy.

That lad will fly a kite high in-the sky.

The youth said those nice links ought-to join in-this way.

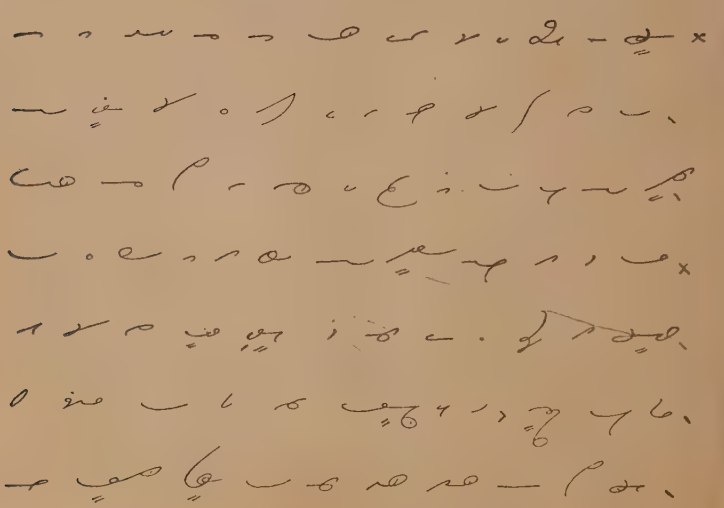
The scout will try to form an alliance.

We-will-write you if we-can-go to Troy to join in-the fight.

There-was a straw in-the mouth of-the mouse we caught in-the trap.

---

76. READING EXERCISE.



SIXTH LESSON.

Blended Consonants.

77. When two straight lines form an obtuse or blunt angle, the natural tendency of the hand is to "slur" the angle and allow the lines to form a curve, thus

To avoid this, an unnatural restraint has to be exercised on the hand, causing a very decided pause and consequently a decrease in speed of execution. Hitherto the obtuse angle has been deplored as a "necessary evil," so to speak, but in this system the characters have been so arranged that a number of the most frequent combinations form an obtuse angle, and such angle not being observed, the lines coalesce naturally in the form of a large curve. As the curves can represent nothing but the combination, there is no confusion, and thus, for the first time in the history of shorthand, the obtuse angle —that great obstacle to swift and legible shorthand writing—has been almost entirely abolished in an original and distinctly scientific manner that gives to curves their rightful preponderance and develops consonantal blending

so fully that one stroke of the pen frequently represents three or four letters.

78. Master the following blended consonants, taking care to pronounce them as syllables and writing them upward from the line of writing.

TeN, DeN TeM, DeM eNT, eND eMT, eMD

79. The blends *ten, den, tem, dem* are pronounced as syllables, and minor vowels occurring between the consonants are omitted. Although the blends *ent, end, emt, emd* are pronounced as syllables, just as *ch* is pronounced *chay*, the vowel preceding the combination is seldom omitted.

EXAMPLES.

tenor denote temper demolish

rent band deemed prompt

---

80. GENERAL EXERCISE.

tenets attendance temple

tenant tinsel demur

tenancy		tendency		demure	
tennis		timid		demitone	
dense		temperate		attempt	
deny		optimism		wisdom	
CONdense*		epidemic		atom	
CONdemn		freedom		talent	
continent		kingdom		plenty	
patent		anatomy		trained	
sweeten		phantom		moaned	
chieftain		victim		dawned	
madden		autumn		fastened	
mutiny		bond		sudden	
stencil		land		lamed	
Yankton		print		doomed	
threaten		brand		dreamed	
mutton		lined		steamed	
estimate		sibilant		academic	

*The prefix "CON" is denoted by K.

81. In joining *d* to *f* or *v* and *j* to *ent*, the angle is obscured in rapid writing, and the combination may be written with one inflection of the pen.

DeF-V, Tive JeNT-D, PeNT-D

EXAMPLES.

defeat devote native gentle

legend opened spent happened

82. It will be found that *tive* generally occurs at the end of words, as in *native, active,* and cannot be confused with *Def, Dev.*

---

83. GENERAL EXERCISE.

defy		devout		restive	
edify		divine		motive	
edifice		divest		attentive	
deface		divide		genteel	
defame		diffidence		cogent	

defect		active		Gentile	
deficit		festive		regent	
defense		negative		tangent	
devise		depend		contingent	
divorce		ripened		pageant	

84. The syllables *men, mem,* are represented by lengthening *m*. that is by joining *m* and *n*; *ted, ded, det,* by a long stroke upwards, equal to *t* and *d* joined; *ses* by joining the two signs for *s*.

MeN, MeM	TeD, DeD, DeT	SeS

EXAMPLES.

men	memory	seated	did	basis

85. The combination *Det* is only used at the beginning of words, as in *detail, detest,* and is thus distinguished from *Ded, Ted,* which occur at the end of words. The stroke for *Ted, Ded,* is used only in very short words, being usually indicated by a disjoined dash as explained in paragraph 87.

86. General Exercise.

many
menace
mention*
minute
ministry
month
manage
member
memorize
amen
acumen
immense
eminence
emanate
emanation*
effeminate

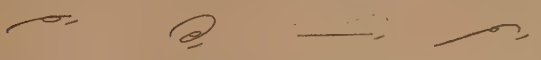
nominate
denomination*
maintain
woman
women
omen
ominous
remain
Roman
Norman
romance
famine
demon
human
heated
waited

auditor
steady
detach
custody
detail
masses
faces
cases
races
teases
possess
lenses
fences
sustain
cessation*
resistance

*"Tion" is represented by "SH."

87. In long words *ted*, *ded*, and sometimes *cd*, may be expressed by placing *t* beneath or close to the preceding character, but this sign may be omitted in most instances. For example, "effec" would be sufficient to suggest "effected" in the sentence, "An entrance was effected by force."

demanded divided mended detected



attempted guided talented printed

---

88. WORD-SIGNS AND PHRASES.

and, end		definite	
time		between	
differ-ent ence		want	
difficult		work	
gentlemen		agent	
says, system		agency	
society		duty	
temperance		entire	

in time		at hand	
the time		he says	
and the		all my time	
and there		is the time	
and there is		for the time	
and will		at which time	
and will be		at that time	
and am		and have	
and I am		and our	

89. Advantage may be taken of the blending principle in phrase writing, thus: *t-me* for *to me.*

to do		to make	
to-day		to my	
to draw		to know	
to me		at any time	
to meet		what to do	
to mean		in due time	
to miss		in due course	

90. WRITING EXERCISE.

Many men and women rise to eminence through a definite motive.

The-time is well spent that is devoted to work, said a wise man.

There-was an immense attendance at-the Tammany parade.

The basis of-our system of society is-the freedom of each member.

If-you-will set a definite time this-month for-the society to-meet we-may devise plans which will-be of great help to all of us in-this work.

The new tenant will-not pay his rent to-day.

The timid boy attempted to deny that he was there at-that-time.

The agent was doomed to defeat.

The active boy was restive, but very genteel.

I defy you to attempt to divide the people on-that issue.

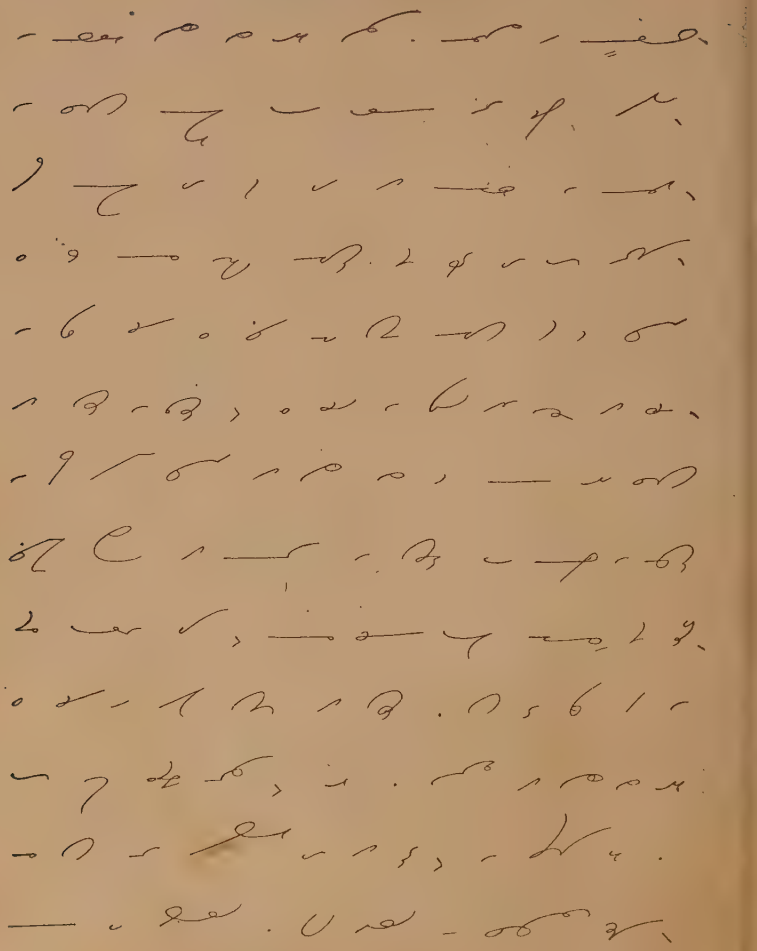
We steamed to-the doomed city and reached it before day dawned.

The attempt to demolish the edifice was detected.

It-is difficult to define the difference between the agents.

We want to-know why the train did-not go the entire distance.

91. READING EXERCISE.



SEVENTH LESSON.

WORD-SIGNS.

92. We now give the complete list of word-signs, arranged in alphabetical order. As most of these words are of very frequent occurrence, the forms should be carefully committed to memory and diligently practiced. Many of the words in this list are written in accordance with rules given at a later stage.

a, an	.	agent	
about		agency	
above		all	
accept-ance		allow	
accord-		always	
accordance		am, more	
acknowledge		and, end	
acquaint-ance		any	
advantage		are, our (*recollect* in testimony)	
after			

arrange-ment

ask

at, it

balance

be, but (*by* in phrases)

been, bound

become, book

believe

between

beyond

bill

body

bring

business

call

can

capital

car, correct

care

carry

cause, because

change, which

character

charge

claim

clear-ly

clerk

client

collect

company, keep

copy

corporation

correspondence

could

course

credit

deal, dear

decide

definite

deliver

desire

different-ce

difficult

direct

discount

draft

duplicate

during, Dr.

duty

effect

else, list

enclose

entire

ever-y

fall, follow

far, favor

find

firm

first

for

form, from

freight

friend-ly

full-y

future

gave

gentlemen

give-n

glad

go, good

God

gone

got

govern-ment

great

have

he		light	
house		like	
how, out		little	
I, eye		long	
immediate-ly		look	
important-ce		mail	
improve-ment		market, Mr.	
in, not		Messrs.	
influence		mile	
instant-ce		mortgage	
insurance		most	
invoice		move	
is, his		much	
judge		must	
jury		name	
kind		never	
length		new	
let, letter		newspaper	
liberty		next	

object

oblige

occasion

of

one

opinion

opportunity

other

part

particular

please

point, appoint

poor

popular

princip-al le

public

publi-sh cation

pupil

purpose

put

quality

question

railroad

railway

real, regard

receive

recent

record

refer-ence

regret

remark

remit-tance

reply

report

represent

respect-ful-ly

return

right, write

satis-fy factory

satisfaction

says, system

send

shall, ship

should

significant-ce

side

sir

small

society

some

soon

speak, speech

spirit

stand

state

still (see *tell, till*)

stock

style

strong, strength

such

suggest-ion

sure-ly

tell, till

temperance

term

than, then

thank

that

the (*they* in phrases)

their, there

them

this

thing, think

those

three

throughout

time

told

to-morrow

trust

truth

turn (see *term*)

typewriter

until (see *tell, till*)

upon

use

usual-ly, wish

value

very

vowel

want

was

wealth (see *well*)

week

well, will

went

were

what

when

where

while

why

wire

with

without

wonder

word

work

world

would

yes

yesterday

you, your

young

93. WRITING EXERCISE.

I wish to have a different clerk deliver the letter to the editor and the other newspaper men who may hear the speech on that occasion.

It is of great importance that they should know that this gentleman does not represent the full strength of our society.

Why do you question the value of an acquaintance with the new system in use on the railroad?

Our agent is above such mean business.

Can you go home with him?

Was he in his usual good spirits?

Would any of you care to call tomorrow and acquaint him with the state of the market?

You will acknowledge that such an arrangement could be of little use to my client, because he has a claim for more than is given in your letter of the 4th inst.

Were you about to speak?

I must say I fully believe that in this instance you are right, but how they can put their trust in him is beyond me.

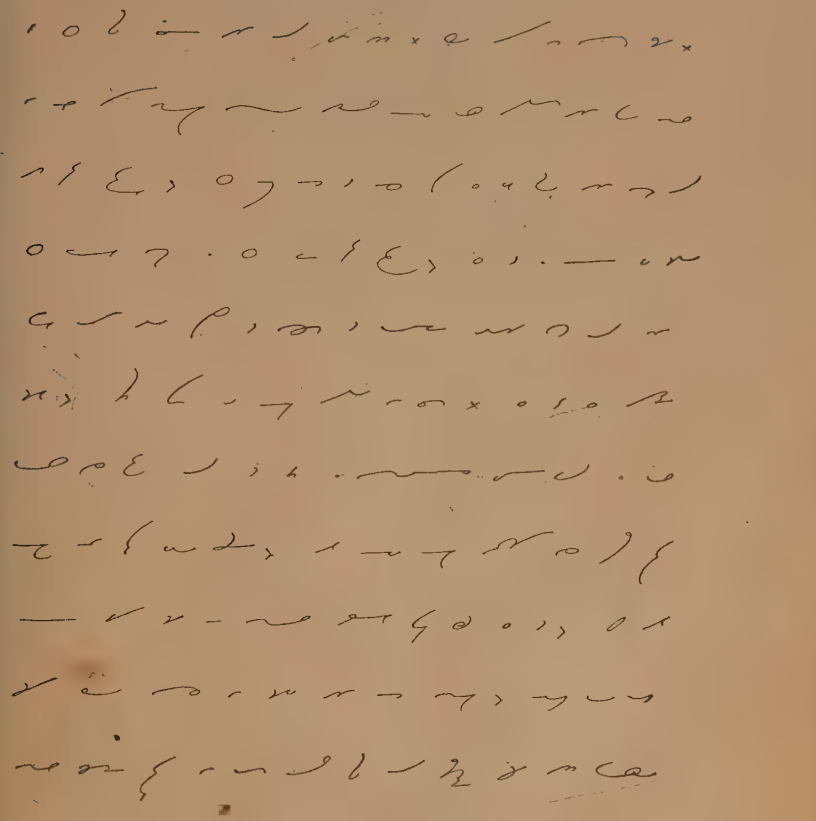
I wonder would he move out if you send him word?

Did you ever see the body?

After all, I think the judge will have an opportunity to look out for some good agency while he is there.

What would you think the right course to take to improve the newspaper?

94. READING EXERCISE.



EIGHTH LESSON.

Compound Words.

95. A number of compounds may be obtained by joining two simple word-signs. An example of this was given in the second lesson, in the word "before," and the following words are formed on the same principle:

anybody

anyone

before

beforehand

elsewhere

everybody

everyone

forthwith

hereafter

however

thereupon

whatever

indifferent-ce

meantime

meanwhile

nevertheless (*never-l*)

nobody

notwithstanding (*notwiths*)

republic

somebody

somehow

whenever

whereas		thereto	
wherever		wherefore	
someone		whereupon	
sometime		therefrom	
somewhat		whereon	
somewhere		wheresoever	
thereafter		therewith	
therein		whatsoever	
therefore		whensoever	
thereon		whomsoever	

96. The past tense of word-signs may be denoted by the short dash struck upward; and the terminations *er, or* after word-signs by a disjoined *r*.

wanted		director	
speaker		insured	
represented		insurer	
collector		enclosed	
caused		giver	
caller		thinker	

PHRASE-WRITING.

97. You should cultivate the practice of joining small words, for without it great proficiency can never be attained. All the common phrases consisting of two or three words should be written with the same facility as an ordinary word form, but nothing is gained by straining after special forms for uncommon phrases, or where the outline requires more than five efforts of the pen. In phrase-writing, experience must ever be the supreme teacher, but the following hints will be useful:

(*a*) At the outset join only short and common words.

(*b*) The words should make good sense if standing alone, as *I am glad.*

(*c*) The outlines for the words should be capable of being easily joined.

(*d*) Avoid phrases which carry the hand away from the line of writing; in other words, aim at onward movement.

(*e*) Pronouns are generally joined to the words they precede, as *I am, I shall, you can, we have.*

(*f*) A qualifying word may be joined to the word it qualifies, as *good men.*

(*g*) The prepositions *to, of, in,* and the conjunction *and* are generally joined to the words they precede, as *to have, of which, in case, and there.*

In practicing the phrases given in this manual, keep steadily in mind that they are given as *examples* and that

you are to form your own phrases on similar lines in your general practice. Study them with a view to noting not only the nature of the joinings, but the nature of the words joined.

---

98. GENERAL EXERCISE.

it is		of all		I am	
is it		is not		I can	
of the		I ask		I was	
to the		to ask		I have	
to this		you ask		you have	
in the		we ask		I would	
on the		we are		he would	
of his		from the		I will	
of their		from you		he will	
of your		which the		you can	
yes, sir		which is		I told	
no, sir		which can		I trust	
is the		that the		of which	
in our		there is		on your	
of our		there are		in which	

on which
in such
in this

by the
this thing
in these

by which
there were
in those

and have
there will
in thus

it was
may be
I send

to you
will be
ought to

for it
shall be
first time

for the
would be
when that

for this
upon which
the want

with the
more than
and am

with this
to keep
and I am

in reply
all right
at hand

your letter
all my
please say

I enclose
all day
please state

we enclose
in question
to credit

I believe
in regard
you told me

why have
with regard
about this

I think
I regret
good deal

99. In many phrases the word *to* may be represented by *t:*

to be		to favor		to receive	
to have		to please		to regret	
to pay		to become		to reach	
to see		to believe		to let	
to say		to reply		to look	
to ship		to represent		to like	
to which		to refer		to honor	

100. When the word *as* is repeated in a clause it can be abbreviated to *s:*

as well as		as much as	
as good as		as many as	
as great as		as long as	

101. When the word *been* is preceded by *has* or *have*, the *n* may be omitted:

have been		has been	
I have been		it has been	
you have been		which has been	
they have been		what has been	
we have been		there has been	

Omission of Words.

102. The phrase *of the* may be omitted, being implied in writing the words it connects close together.

your letter of the 4th inst.		time of the day	
credit of the firm		particulars of the work	
business of the newspaper		state of the case	
arrangement of the book		~~first~~ of the week	

103. Omit *from* and *to* in such phrases as *from time to time.*

from time to time		from month to month	
from day to day		from year to year	
from week to week		from season to season	

104. Omit *after* in such phrases as *day after day*, but do not join the words.

time after time		week after week	
day after day		month after month	
hour after hour		year after year	

105. Omit *to* after the words *able, respect, regard, reference, glad.*

able to say
in respect to the
in regard to the matter
in reference to the
in reference to the matter
glad to see

106. Any unimportant word may be omitted where the grammatical construction of the clause or sentence would compel its restoration when transcribing.

in the world
here and there
more and more
some of them
some of those
ought to know
in the way
hand in hand
that is to say
at a loss
for the first time
in such a way
week or two
son-in-law
today or tomorrow
one or two
one of the best
ought to have
ought to be
more or less
one of the most
one of our

on the question

out of the question

day or two

glad to see

in reply to your

I would like to know

ought to receive

will you please say

107. The phrase *do not* requires special treatment. This is a very common phrase, and *I do not* is said to be the most common three-word phrase in the language. When *do not* is preceded by a pronoun, it is represented by the sign for *dn*.

I do not

they do not think

you do not

I do not know

they do not

you do not know

we do not

we do not know

I do not see

I do not care

you do not see

you do not care

we do not see

we do not care

they do not see

I do not like

I do not think

you do not like

you do not think

they do not like

you do not regard

we do not regard

108. *Don't* may be distinguished from *do not* by writing *dōn.*

I don't see

I don't believe

I don't think

they don't like

you don't know

we don't care

you don't say

they don't know

SPECIAL BUSINESS PHRASES.

109. In order that you may be able to write simple business letters, we now present some brief forms for the complimentary beginnings and endings of letters.

Dear sir

Very respectfully

Dear sirs

I am in receipt

Yours truly

We are in receipt

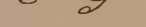
Yours very truly

I am in receipt of your favor

Very truly yours

We are in receipt of your favor

Yours respectfully

I am in receipt of your letter 

110. WRITING EXERCISE.

Gentlemen:—Why do we not hear from you in regard to your bill? If the goods were not all right, we would like to make them so, and if they were, you should settle for them without delay. Please write us about this matter. Yours truly,

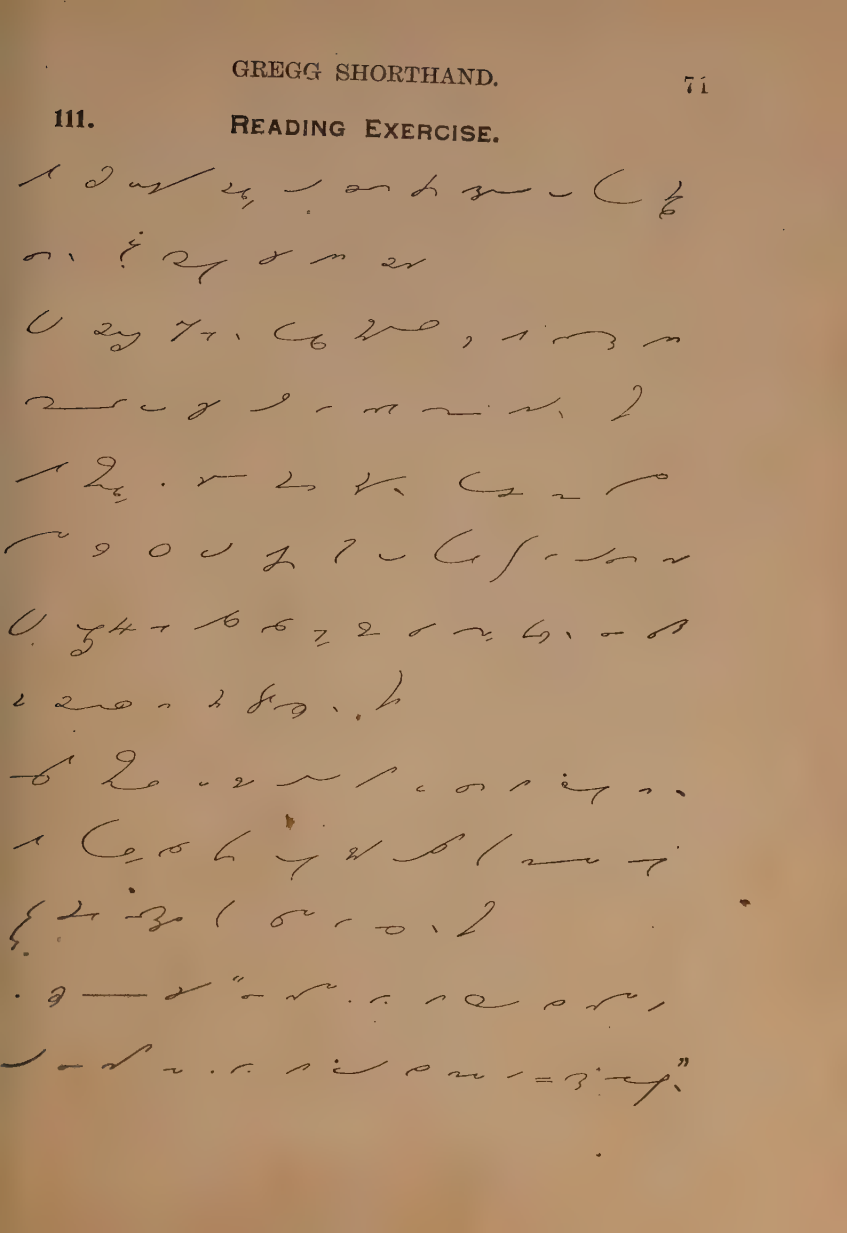
My dear Sir:—I am in receipt of your letter of the 10th inst., and have today written to the Eagle Insurance Co. about your insurance. When I receive a reply from them, which will be in a day or two, I shall write you again. Yours very truly,

Dear Sir:—Your favor of the 6th inst. received, and in reply would say that I do not know much about the business in question. Anybody can get the particulars about it from the head of the firm, and I would therefore refer you to him. Very truly yours,

I do not like to mention a particular name, but I know that there are many people here and there who say there has been more or less difference on the question. It was said that one of the most important men in this city is hand in hand with the trust in this matter.

Thereupon someone said that nobody had any right to make such a statement beforehand and therefore it was of no value whatever. Somehow it was thought that notwithstanding this the business would forthwith be taken up, but nevertheless new difficulties arose.

111. READING EXERCISE.



NINTH LESSON.

The Abbreviating Principle.

112. Drop the terminations of long words, *i. e.*, write only what may be necessary to suggest the word when transcribing. This natural method of abbreviation is used to a great extent in longhand, as "Rev" for "reverend," "exam" for "examination," "ans" for "answer," "anon" for "anonymous," etc., and is therefore very readily applied in shorthand. By this simple principle—which is one of the results of the insertion of the vowels—a marvelous brevity of outline is obtained without detracting from the legibility of the writing. The application of it depends, of course, upon the individual—upon his familiarity with the words and subject matter. Every writer can readily apply the principle to long words, and adapt it to the special requirements of the line of work in which he may be engaged, whether it be commercial, literary, legal, medical, or scientific. It relieves the student from the necessity of memorizing hundreds of rules with their exasperating "exceptions," and long lists of arbitrary contractions—"consonantal skeletons of words"—which he may never have occasion to use in his particular line of work, and "Lists of Distinguished Words," having the

same consonants but different vowels. As the student advances in the study he will find many of the forms given in the manual are shortened under this principle, and it is well to bear in mind that words so abbreviated are supposed to occur in sentences. For instance, in writing the sentence "He was received with great enthus(iasm)," it would be sufficient to write *enthus* for *enthusiasm;* and the same form might be used for *enthusiastic* in "He met with a most enthus(iastic) reception."

Rules for Expressing R.

113. The circle or loop is written with a reverse movement to express R:

(*a*) At the beginning or end of straight lines, or between two straight lines in the same direction.

heart	arm	heard	harsh
hat	aim	head	hash
yard	mere	dare	share
Yates	me	day	shay

tire	manner	tardy	Tartar
tie	many	tidy	tatter

(*b*) Between a horizontal and an upward character.

mart	cart	girt	billiard
mat	cat	get	blade

(*c*) Between a downward character and T, D, N, M.

barn	pert	chart	farm
bane	pate	chat	fame

NOTE.—As there is a tendency to curve the straight lines in rapid writing, the distinctive method of joining the circle, illustrated in the words *pert* and *chart*, is adopted to prevent any possibility of misreading.

114. By changing the form of the reversed circle to a loop at the end of a straight line the letter S is added.

dares	manners	stars	tires

115. Before straight lines the letter S, when followed by a vowel, may be written contrary to the usual method of joining to express R.

sermon	assert	serge	sardine
seem	**asset**	**siege**	**sateen**

OMISSION OF CONSONANTS.

116. The letter R may safely be omitted in many words.

certain	serve	surface	affirm
surprise	**large**	**starch**	**march**

117. At the beginning of words *war, wor* may be represented by *waw* and *wu* respectively.

war	warn	ward	worth

118. Omit D when it immediately precedes M, V, or J.

admit	advocate	adverb	adjoin

119. In the following words, coming under the preceding rule, the initial vowel may also be omitted.

advise advance avoid admire

120. This enables us to form many useful phrases.

to advise I advise to advance to avoid

we will advise we advise I admire we admire

121. When slightly enunciated, T or D may be omitted at the end of a word.

fact best defect mind

122. When necessary, the termination *ld* may be expressed by raising the end of *l*.

old field killed reeled

---

123. GENERAL EXERCISE.

art hurt Armenia

hearty hard ardor

army harness earn

yearn dirt garden

Yarmouth batter guarantee

hereto barter gird

harmony tender courtesy

armory mermaid merit

Armada murmur pert

arch murder depart

hermit dart pardon

urge Nairn bird

near martyr burden

mar marten spared

dear lard shepherd

jeer alert shirt

anger Hilliard charter

longer poniard churn

attire card journey

miner carter sojourn

meter cartridge germ

Germany		sort		adjust	
charm		sergeant		adjourn	
fern		margin		latest	
farmers		learn		bold	
vernacular		circle		fold	
jars		clergy		past	
ledgers		warm		last	
soldiers		warmth		demand	
hammers		worthy		hardest	
service		warlike		optimist	
surplus		worse		child	
ascertain		administer		chemist	

---

124. WRITING EXERCISE.

The harness of the artillery horses was very hard.

There is certain to be a lack of harmony between the teacher and the tardy pupil.

The notes on the chart show that most of the armor of the Armada was made of wood.

The director sat in the old armchair near the door, and saw the boy shoot the dart at the bird on the barn.

Carter girded his horse, leaped with a light heart into the saddle, and sped like a dart until he neared the water's edge; then his horse parted the foam of the angry stream and carried him in safety to his journey's end.

My worthy friend, I warn you it is not worth your while to begin war. If my words show warmth, it is because of the warm regard I have for my ward.

I feel certain I can serve you when you survey the surface of the road to ascertain if the service rendered by the former surveyor was satisfactory.

Mr. Harmon will advise you if there is any change in the price of the best starch.

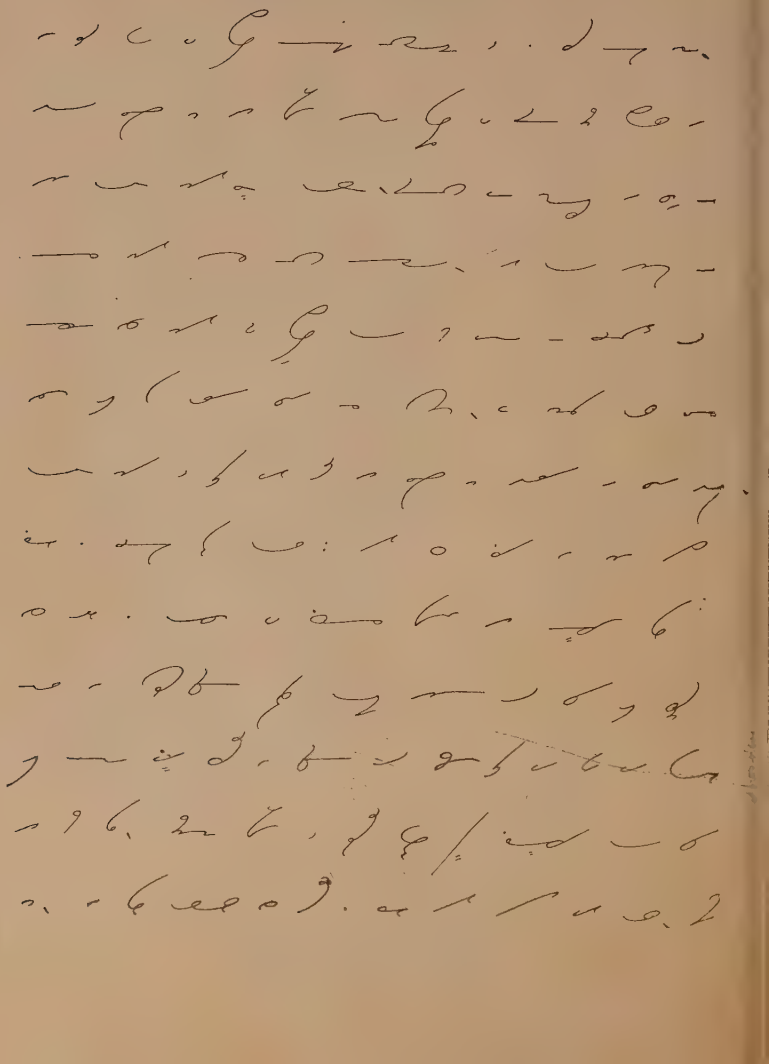
The bane of art is the want of hard, earnest work. One day I tried to draw a bird in the old vineyard; but I was so put out at my failure that I beat my head against one of the beams in the barn.

The war with Spain is at last a thing of the past.

The advance guard of the army made a bold attempt to reach the garden.

If you wish to advance in the best manner possible, you must learn each lesson well before attempting the next.

125. READING EXERCISE.



TENTH LESSON.

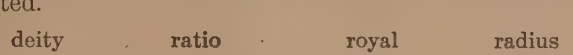
Omission of Vowels.

126. When two vowels not forming a pure diphthong come together, the minor or unaccented vowel may be omitted.

deity ratio royal radius

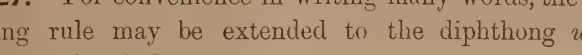
127. For convenience in writing many words, the preceding rule may be extended to the diphthong *u* by omitting the circle.

new due tune music



128. In the body of a word short *ŭ* and *ow* are omitted before N, M, Ng, Nk, Nt and Nd.

come run round found



gun rung sunk pungent

129. While the omission of vowels in general is left to a very large extent to the judgment of the writer, the following suggestions will be of assistance:

(*a*) The vowel may be omitted in *dis* and *mis;* also in *be, de* and *re* when a better outline is obtained by doing so.

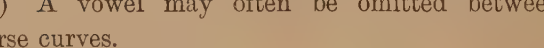
disease disarrange discipline misapply

misguide beneath begun decision

debar review recede replace

(*b*) A vowel may often be omitted between two reverse curves.

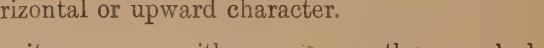
maker struck skill attract



(*c*) A vowel may often be omitted between P, B and a horizontal or upward character.

pity pithy apathy bad

rapid carpet petition open

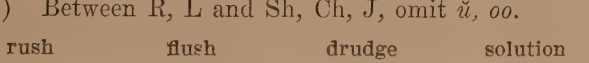


(*d*) A hook vowel may sometimes be omitted after T, D, R, or L, followed by P or B.

stop drop adopt Dublin

(*e*) Between R, L and Sh, Ch, J, omit *ŭ, oo.*

rush flush drudge solution



---

130. GENERAL EXERCISE.

arduous		sound		design	
theory		surround		discern	
adduce		foundry		misprint	
museum		ground		behalf	
fun		legion		belong	
punish		disarm		bemoan	
lunch		dispel		benign	
column		discourse		begrudge	
front		dishearten		beseech	
brown		distance		betray	

deplore		revise		facile	
deceit		resign		massacre	
desert		recite		sugar	
debate		occur		equal	
depart		currency		secure	
depone		figure		actual	
debase		pickle		mutual	
depot		repetition		president	
refund		epithet		error	
refute		homeopathy		author	
reverse		happen		again	

GENERAL RULES.

131. There are a few words in which the marks for distinguishing the aspirate and shades of vowel sound should always be used.

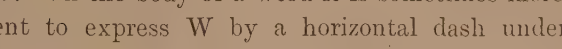
ah!		who		ye	
awe		hue, hew		yea	
owe, oh!		hay		woe	
hoe		high		woo	

132. When H or W is preceded by A and followed by a vowel, A may be expressed by a dot placed on the line close to the next character.

ahead away awhile award

133. In the body of a word it is sometimes more convenient to express W by a horizontal dash under the vowel, but this dash may often be discarded in practical writing.

twig twin squeak equity



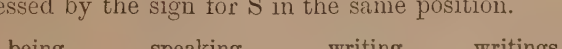
134. The affix *ing* or *thing* is expressed by placing a dot beneath, or close to, the preceding letter; and *ings* is expressed by the sign for S in the same position.

being speaking writing writings

something giving things willing

135. The affix *ly* is expressed by a small circle, and *ily*, *ally* by a loop.

only early readily totally



FIGURES, ETC.

136. Dollars is expressed by *d;* hundred by *n* placed under the numeral; thousand by *th*; million by *m* placed on the line close to numeral; pounds (weight or money) by *p*.

$5	500	$500	5,000
$5,000	500,000	5,000,000	$5,000,000
5 lbs. (or £5)	500 lbs. (or £500)	£5,000	£500,000

---

137. GENERAL EXERCISE.

aha!		quorum		queer	
ahem		quench		swear	
ahoy		quail		swore	
awake		tweak		sweep	
awoke		acquit		quota	
aware		quack		squall	
equator		dwell		switch	

beware		nothing		tardily	
bequeath		everything		heartily	
persuasion		dealings		finally	
roadway		charming		$8	
Broadway		smarting		900	
gateway		certainly		6,000	
headway		calmly		$300	
warning		gently		7,000,000	
anything		prettily		£700	

138. WRITING EXERCISE.

Some of the soldiers came at the first sound of the gun, but the others took a run around the town and did not return until noon.

I am told that the work at the foundry is advancing very rapidly.

Here is that bill for hay which you owe me. Ah! I see by your eye you do not mean to pay me. Oh, I do not stand in awe of your high-flown words, I assure you. I can hoe my own row.

Awhile ago I awoke from a dream while away from home, in which I was aware that I was to await the appearance of a man who was not yet awake.

The famous artist will receive $20,000 from the president of the art museum for his painting of the massacre of General Custer's army.

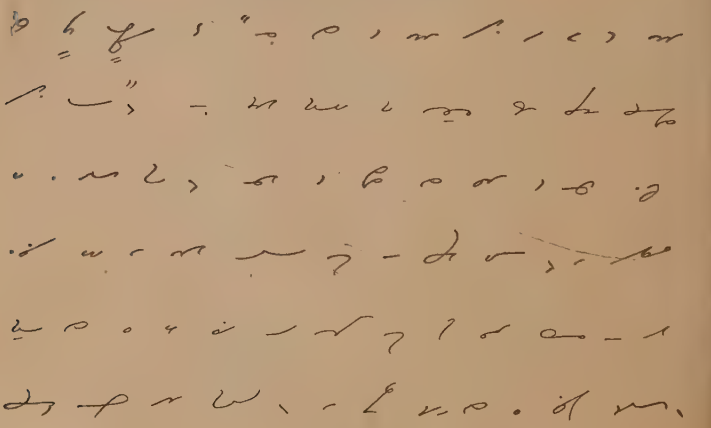
I am well aware that he has been away on the continent for many months, and that he will not return until next season.

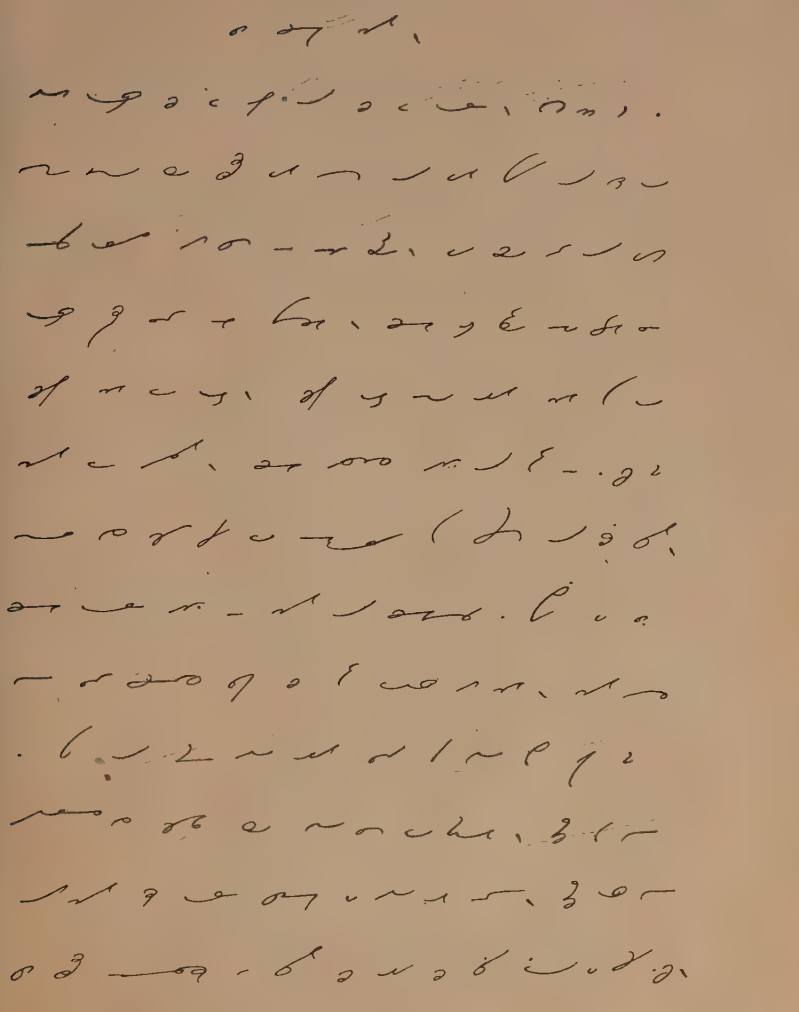
After riding down Broadway, Mr. Warner went through a doorway and up a narrow stairway to see the president of the Front Street bank about improving the roadway. He was wearing a cutaway coat.

Without warning the column swept down the mountain side, and dashed ahead of the army to clear a pathway for the artillery.

---

139. READING EXERCISE.





ELEVENTH LESSON.

JOINED PREFIXES.

140. A large number of the words begin with prefixes derived from the Latin and Greek, and for these and other common beginnings of words special contractions are provided. As *after* is represented by *af* in the list of word-signs, you will have no difficulty in using it as a prefix or in reading *af-noon* as *afternoon*. It is also an easy matter to extend the application of *aw*—the word-sign for *all*—to *al, or* at the beginning of words; and it is quite natural to use *f*—which represents *for* as a word-sign—to represent *for, fore* as a prefixal contraction. It is desirable to notice that the sign *f*, when used as a prefix, is always followed by another *consonant*, and there is, therefore, no difficulty in deciding whether it is used as a prefix or simply as the letter *f*. This also applies to some of the other prefixes.

141. The following is a complete list of the joined prefixes with examples for practice:

AFTER		**AL, OR**	
afternoon		**almost**	
afterdinner		**ordinary**	

UL

ultimate

ulterior

COM, CON, COUN, COG

comply

continue

county

cognomen

EM, IM

embrace

emblem

impress

impart

EN, IN, UN

enlarge

invite

unjust

EX

exceed

expel

FOR-E, FUR

forgive

foretell

furnish

forearm*

OUT

outcast

outset

PER, PRO

permit

profound

SUB

subdue

subpœna

*When *for* or *fore* is followed by a vowel, disjoin the *f*.

142. WRITING EXERCISE.

aftertimes

afterthought

aftermath

also

almanac

ordain

organ

ornament

ultimatum

ultimo (ult)

compel

common

compass

competition

commission

commence

commotion

commingle

conceit

concert

consign

concern

consist

condemn

contemplate

confound

confide

convey

convince

contention

condensation

convene

concave

condole

concussion

console

counsel

counter

cognate

cognitive

emperor

embers

emboss

imprint

impartial

impoverish

enrich

enlarge

entwine

enthusiasm

envy

engine

insert

invent

unfit

unkind

uncouth

unlearned

exaggerate

excess

expend

experience

exit

exert

extol

excite

exhaust

examine

exploit

explosion

forfeit		outstanding	
forsooth		outnumber	
fortune		outcome	
forsake		pernicious	
formula		persist	
foreground		profane	
forerunner		profess	
forefinger		submit	
foresight		sublime*	
forenoon		sublease*	
furnace		sublet*	
further		subordinate*	
furtive		subway*	
furniture		subdivide	
forehead		subsidy	
foreordain		substance	
outdo		subside	
outfit		subsequent	

*In a few words *S* is written contrary to usual joining to clearly express *Suc*

POSITIVE AND NEGATIVE WORDS.

143. (*a*) Negative words beginning with *un, im* are distinguished from the positive forms by inserting the initial vowel instead of doubling the consonant; thus

Positive.		*Negative.*	
material		immaterial	
mortal		immortal	
known		unknown	
necessary		unnecessary	
modest		immodest	
moral		immoral	
nerved		unnerved	
noticed		unnoticed	

(*b*) The prefixes *en, in, un* and *em, im* are used only when a consonant follows the prefix, as *'mpress* for *impress, 'ndow* for *endow*. When a vowel follows the prefix the initial vowel is written also; thus

innate		inaugurate	
inner		unequal	
inept		enact	
emit		immersion	

COMPOUND JOINED PREFIXES.

144. Two or more simple prefixes may be joined to form compounds.

imperfect		inform	
imperceptible		conform	
unprofessional		perform	
unprovided		unfortunate	
incontestable		unforeseen	
uncondemned		unfurnished	
unconquerable		inexcusable*	
unaccomplished*		encompass	
unaccounted*		inexpedient*	
incognito		inexplicable*	
unimpaired*		excommunicate	
uninitiated*		inconvenient	
inexperience*		inconstant	
inexpensive*		unconscious	
insubordinate		incomplete	

*The initial vowel is not required because the word begins with a compound prefix.

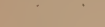
Irregular Compounds.

145. A few compounds may be formed by joining *de, dis, mis, non,* or *r* to the prefix.

discountenance		recommend	
discontinue		recognize	
disconcert		recognition	
miscompute		reinsure	
misconduct		re-enforce	
recompense		reform	
unrecompensed		reformation	
reconcile		noncontent	
recommit		nonconformist	

Reporting Contractions.

146. The following are useful contractions under rules given in previous lessons:

expect		order	
except		subject	
explain		effort	
exercise		force	

perfect		altogether	
exchange		confident-ce	
excel-lent		country	
probable		progress	
consider-ation		communicate	
already		territory	

147. WRITING EXERCISE.

We expect them to make an effort to secure recognition in the convention.

We have your favor of the 30th ult., and the subject to which you refer has already received our most earnest consideration.

Please inform us if he will consent to perform the work in complete conformity with the memorandum furnished by your concern.

Such injudicious statements and intemperate language on the part of your counsel are altogether unnecessary, and will have a most pernicious effect.

Foresight to plan and fortitude to sustain are necessary to secure permanent success.

What I said was that he was unknown to the general public, but well known to the police.

The counsel for the defense contended that the com-

mission was immaterial, and the account could not be collected in that county.

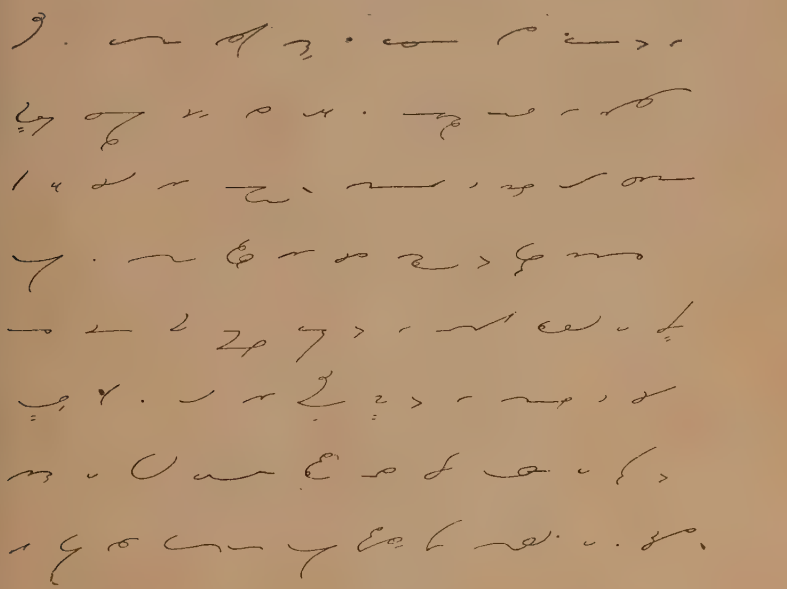
It was unnecessary for him to recognize the immoderate statements of unknown parties.

We found Mr. Hammerton so inexperienced and inefficient that we could not continue to employ him.

We will furnish the complete outfit named in your order of the 5th inst. on receipt of $5. It is probable that the expense of the other items will not exceed $2.50.

---

148. READING EXERCISE.



TWELFTH LESSON.

DISJOINED PREFIXES.

149. By disjoining certain letters and prefixes *tr* and a vowel may be expressed; thus *Con* disjoined becomes *Contra*, *Ex* becomes *Extra*, *In* becomes *Intro* or *Inter*, *Al* becomes *Alter*, *Ul* becomes *Ultra*, and the letters *R* and *D* (sometimes used for *Re* and *De*) become *Retra* and *Detra*. By adding the letter *S* to some of these we get *Cons*, *Ins*, *Res*, *Dis*, which, when disjoined, become *Constru*, *Instru*, *Restri*, *Distra*. The letters *el* may also be disjoined to express *electri*. In each of these combinations the disjunction expresses *tr* and a vowel, and as the vowel may vary, you should not attempt to give it a definite sound. The forms coming under this principle will speedily become impressed on your mind as they are peculiarly distinctive.

150. By mastering the general principle governing these prefixes the task of memorizing them is rendered easy. Before going further the following table should be very carefully studied and the outlines written repeatedly. The hooks for *Alter* and *Ultra* should always be written as shown in the following table:

CONTR- (*or counter*)		contr(a)k		contract
CONSTR-		constr(u)k		construct
EXTR- (*or exter*)		extr(a)k		extract
INTR- (*inter, enter, intel*)		intr(i)kat		intricate
INSTR-		instr(u)k		instruct
RETR-		retr(a)k		retract
RESTR-		restr(i)k		restrict
DETR- (*or deter*)		detr(a)k		detract
DISTR-		distr(a)k		distract
ELECTR-		electr(i)k		electric
ALTER-		alternat		alternate
ULTRA-		ultramarn		ultramarine

---

151. GENERAL EXERCISE.

contraction		contraband	
contribute		contrary	
control		contrast	
counteract		contravene	
contradict		contrivance	

counterpart

countersign

countercheck

counterfeit

countermand

countermarch

constraint

construction

extravagant

extreme

exterminate

extradition

extraordinary

external

interest

introduce

intervene

intelligent

intelligence

entertain

enterprise

international

interpret

intercede

interweave

intersect

interview

intellect

instruction

instrument

retrieve

retrospect

retraction

retribution

retrograde

restrain

restriction		electricity	
detract		electrician	
detriment		electrify	
determination		electrotype	
distraction		electrocute	
distrain		alteration	
distress		altercate	
distribution		alternation	
distrust		alternative	
destruction		ultramontane	

152. Some very useful compounds are obtained by joining simple syllables, such as *un, in, dis, re, non,* to disjoined prefixes.

uncontradicted		uninterrupted	
uncontrolled		unintelligent	
incontrovertible		unintellectual	
unconstrained		reconstruction	
inextricable		unreconstructed	
uninteresting		unretracted	

unrestrained

misinterpret

unrestricted

nonintervention

redistribution

unalterable

153. WRITING EXERCISE.

Here is something new—teeth extracted without pain by the aid of electricity.

The international society will not intervene to restrict the working of the new extradition laws.

We have no control of the contract for the construction or reconstruction of electric cars after January first.

His work was of an instructive and constructive character, and not of a destructive tendency, as was stated by the electrician.

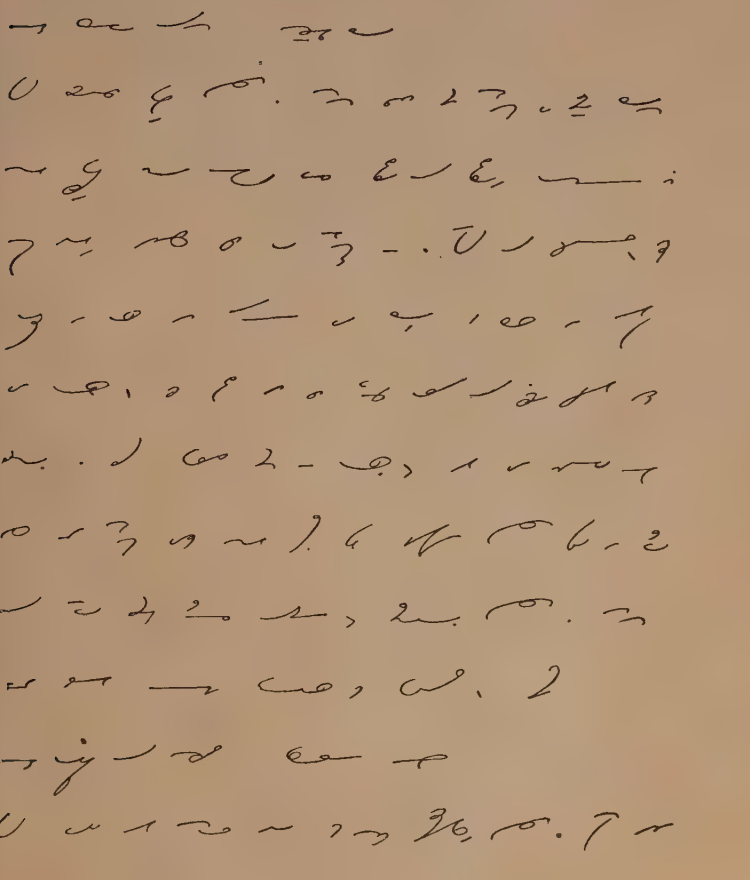
The distribution of the lights in the new district is in direct contravention to the only intelligent interpretation of the contract.

The alteration in the method of distributing the funds which were contributed early in the year has caused extreme distress.

An experienced and extremely intelligent man should be placed in entire control of the enterprise in question—about that there can be no controversy.

In a subsequent interview the manager said that the interest and enthusiasm manifested by the intelligent audience at the first performance of the opera had been most extraordinary.

154. READING EXERCISE.



THIRTEENTH LESSON.

155. DISJOINED PREFIXES—CONTINUED.

AGGRA, E, I		**INCLI, E, U**	
aggravate		incline	
aggrieve		inclemency	
agriculture		include	
ANTA, E, I		**RECLA, I, U**	
antagonist		reclaim	
antecedent		recline	
antipathy		**HYDRA, O**	
CENTRA, I		hydrant	
central		hydropathy	
centrifugal		**MAGNA, E, I (or Mac)**	
DECLA, I		magnanimous	
declare		magnificent	
decline		MacDonagh	

MULTI		**SUPER, SUPRE**	
multiform		superfine	
OVER		supreme	
overdue		**SHORT, SHIP**	
UNDER		shorthand	
understand		shipwreck	
PARA		**SUSPI, E** or **SUSCEP**	
parasite		suspicion	
POST*		suspense	
postman		susceptible	
SELF or **CIRCU-M**		**TRANS**	
selfish		transaction	
circulation		translation	
circumstance		transcend	

**Post* is written on the line close to next character: *Para* is placed above.

---

156. GENERAL EXERCISE.

aggrandize		anticipate	
aggregate		antediluvian	

centripetal

declaration

declined

declivity

hydrophobia

hydrocarbon

hydrogen

hydrostatic

magnetism

magnesia

magnify

Macintosh

MacKenzie

multiply

multifarious

overtake

overstate

overlook

overbalance

overcharge

overcome

overestimate

underlie

undertake

undertook

underground

undercharge

paradox

paradise

paralysis

paramount

paragraph

paragon

paraphernalia

postpone

postage

post-mortem

postal

postal card

self-evident

self-conscious

self-esteem

self-sufficient

self-improvement

self-conceit

circumvent

circumference

circumnavigate

superannuation

superabundant

supercilious

superficial

superfluous

supernatural

superior

superintend

suppress

superb

superhuman

supervise

shortlived

shortsighted

shipboard

suspect

suspension

suspend

susceptive

transfer

transmit

transmission

transplant

transport

157. Compound Disjoined Prefixes.

untransacted		insuppressible	
untransparent		unselfish	
untranslatable		unparalleled	
untransferable		unsuspected	
self-control		unsuspicious	
self-contradiction		concentrative	
disinterested		eccentric	
self-interest		comparative	

158. The words *misunderstand* and *misunderstood* may be expressed by writing *stand* and *stood* under *mis.* This may also be extended to *understand* and *understood* when preceded by a pronoun.

misunderstand misunderstood I understand we understand

159. The prefixal forms may be used to represent the words *extra, enter, over, under, short, alter, center,* the next word being placed beneath.

extra discount	enter into	over the	under any
short time	**alter the**	**center rail**	**over which**

160. WRITING EXERCISE.

It is said that the extreme length of the magnificent armory is exactly two hundred feet.

The circulation of the magazine was over fifty thousand, without taking into account the extra copies sent out as samples.

When I undertook to overcome the external forces at work, I found there was internal trouble as well.

It was self-evident that coal would be recognized as a contraband of war.

There was a general suspicion that his antagonist was a man of great intelligence and magnetism.

The celebrated French savant declares that it is possible to effect a complete cure of hydrophobia.

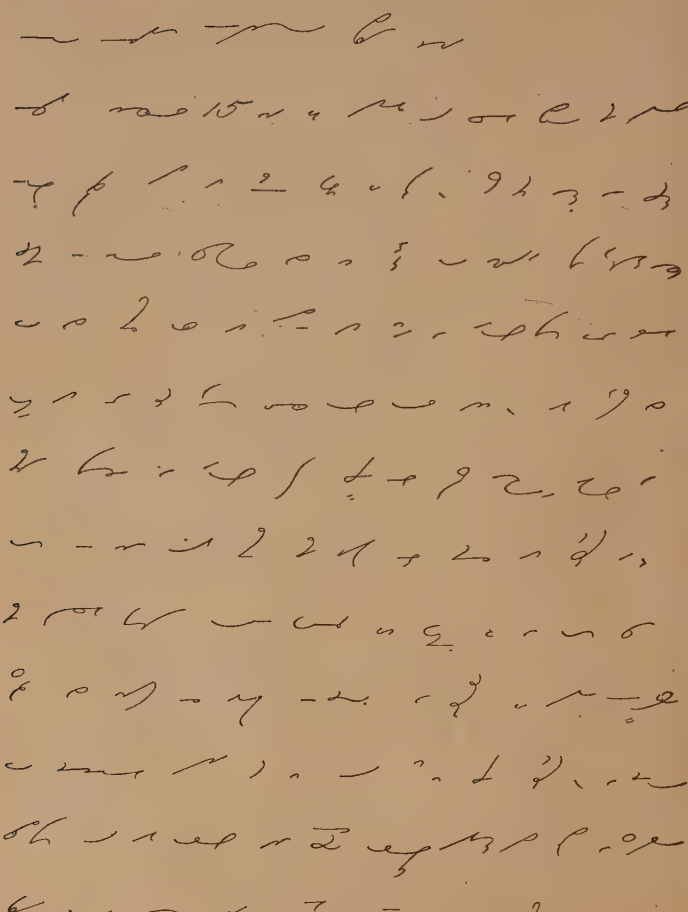
He will soon establish a central hydropathy, if he can secure a site near the new post-office.

Mr. MacKenzie reported that the postman displayed unparalleled self-possession under the trying circumstances.

The superficial enthusiasm of the multitude was short-lived, as was anticipated.

This system of shorthand is the very antithesis of the antiquated methods, and it is comparatively easy to demonstrate that it is vastly superior to any of them, because there is a superabundance of evidence in its favor.

161. READING EXERCISE.



FOURTEENTH LESSON.

JOINED AFFIXES.

162. Very little explanation is necessary in respect to this lesson, as it is the simplest section in the entire system. In the terminations *Ful, Less, Ment, Ness, Self,* the first letter indicates the syllable which is to follow. For example, in writing *amusement* it is only necessary to write *amuse-m*—the *m* indicates the syllable. These affixes are very convenient and, at the same time, very legible, as, owing to the insertion of the vowels, the letter which denotes the affix can only be read as an affix sign. Particular attention should be paid to *Pose* and *Position,* as they are useful in actual work for making a clear distinction between *Proposal* and *Proposition* and other words of a similar character. You should get into the habit of indicating the plural of *Tion, Sion;* always add the *S* to the affix sign in *actions, decisions* and similar words.

ABLE, IBLE, BLE		FUL, FORE	
notable		bashful	
audible		wherefore	
immutable		harmful	

LESS

artless

breathless

MENT

amusement

temperament

NESS

sadness

attentiveness

POSE

impose

propose

POSITION

imposition

proposition

PUTE

impute

repute

PUTATION

imputation

reputation

SELF

himself

yourself

myself

SELVES

themselves

ourselves

SION, TION

omission

expedition

CIENT, TIENT

ancient

patient

CIENCY

deficiency

163. GENERAL EXERCISE.

noble

suitable

payable

peaceable

horrible

salable

eatable

humble

nimble

readable

seasonable

admissible

admirable

laudable

assignable

attainable

formidable

pliable

credible

awful

lawful

handful

useful

wonderful

thoughtful

heretofore

aimless

homeless

fearless

moment

defacement

armament

ailment

augment

experiment		dispose	
bareness		disposition	
fairness		compute	
lateness		computation	
rudeness		depute	
pertness		deputation	
smartness		amputation	
hardness		one's self	
expose		yourselves	
exposition		nation	
oppose		session	
opposition		section	
compose		oration	
composition		fashion	
suppose		sentient	
supposition		impatient	
depose		efficiency	
deposition		proficiency	

Compound Joined Affixes.

164. The immense power obtained by the careful selection of signs for the simple affixes is only understood when you come to deal with the compounds. They are simple, and their utility is really extraordinary. Take *Lessness,* for instance. The *L* stands for *Less,* and *N* for *Ness;* joined together they represent *Lessness* as in *breathlessness, hopelessness, thoughtlessness.* And it should be remembered that there being no vowel between the consonants clearly indicates that the letters represent a compound.

feebleness

hopefulness

thoughtfulness

playfulness

hopefully

thoughtfully

playfully

heedlessness

thoughtlessness

fearlessness

breathlessness

hopelessness

aimlessly

fearlessly

recklessly

hopelessly

actionable

fashionable

165. WRITING EXERCISE.

I suppose you are aware that such a proposition will meet with persistent opposition.

The most thoughtful of them soon arrived at a decision that the proposed expedition was in its recklessness not worthy of serious consideration.

The argument of the opposition to the exposition was clearly stated, but the movement in favor of it was wonderfully active.

Owing to the dullness in trade it was not thought seasonable at that time to impose a duty on anything going to that section of the country.

The bashful child blushed very prettily at the compliment from the noble statesman.

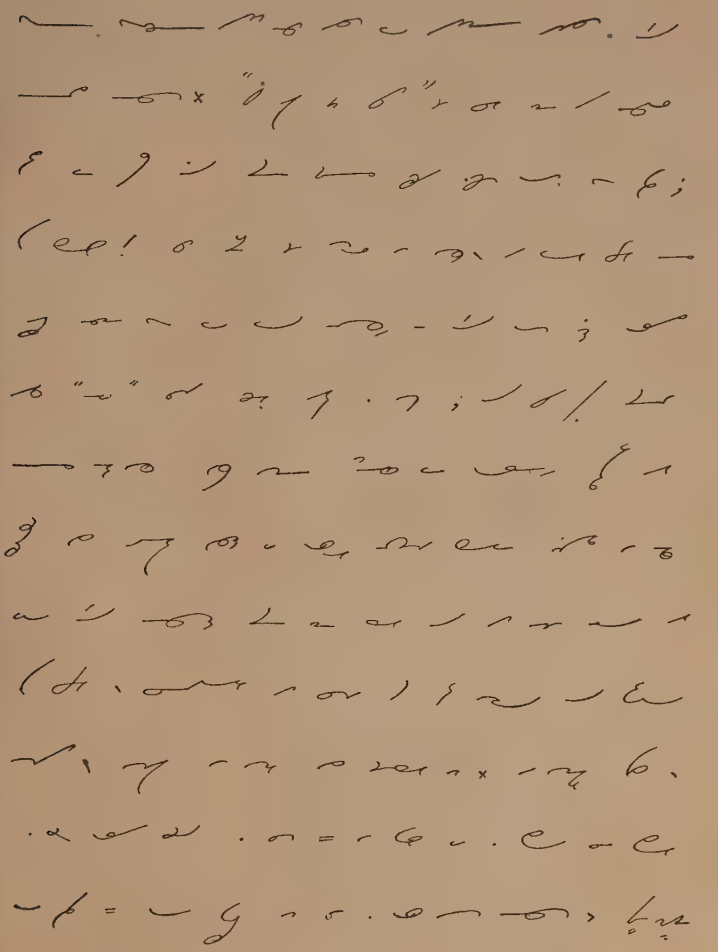
However much we may regret it, the composition of the government shows that the ancient order is rapidly passing away.

As they neared their journey's end they moved more rapidly, and soon the ancient city lay before them.

The wonderful attentiveness to the careful disposition of the armaments was viewed with amusement by those who believed that a peaceable solution of the difficulty would be arrived at.

He told me he was inclined to dispute the accuracy of the computations made by the efficient superintendent.

166. READING EXERCISE.



FIFTEENTH LESSON.

DISJOINED AFFIXES.

167. ING, THING, INGLY, INGTON, INGHAM. As explained in a previous lesson, the affix *ing, thing* is expressed by a dot, and *ings* by writing the sign for *s* in the *ing* position. You can now carry this principle a little further by writing *ly* in the *ing* position for *ingly, ton* for *ington*, and *m* for *ingham.*

feeling	feelings	feelingly
Washington	**Wellington**	**Birmingham**

168. FICATION, MENTAL, MENTALITY, SHIP. The letter *f* disjoined, and placed close to the preceding character, expresses *fication;* the letter *m* disjoined expresses *mental* or *mentality;* the sign for *sh* disjoined expresses *ship.*

specification	fundamental	friendship
classification	**ornamental**	**steamship**

169. BILITY, BARITY, ICAL, ICLE. The letter *b* disjoined expresses *bility, barity;* and *k* disjoined expresses *ical, icle* in words of more than one syllable.

feasibility ability barbarity

classical chronicle medical

170. -RITY, -LITY. The letter *r* disjoined, and placed close to the preceding character, expresses *arity, erity,* etc., and *l* in the same position expresses *ality, ility,* etc.

popularity prosperity utility

171. OGRAPH, ETC., GRAM, GRIM. The letter *o* disjoined expresses *ograph;* and the other letters are added to express *ographer, ographic, ography.* The letter *g* expresses *gram* or *grim* when disjoined.

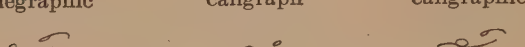
lithograph lithography lithographer

lithographic diagram pilgrim

172. EGRAPH, ETC. The small circle disjoined and placed over the last character expresses *egraph, igraph;* the other letters are added to express *egrapher, igrapher, igraphic;* a loop expresses *egraphy, igraphy.*

telegraph telegraphy telegrapher

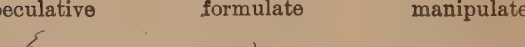
telegraphic caligraph caligraphic



173. ULATE, ETC. The letter *u* disjoined expresses *ulate;* the other letters are added to express *ulation, ulator, ulative.*

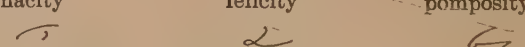
speculate speculated speculator

speculative formulate manipulate

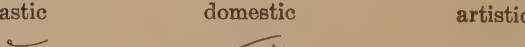


174. -CITY and -STIC. The letter *s* disjoined expresses *acity, icity, ocity; st* disjoined expresses *astic, estic, istic, ostic.*

tenacity felicity pomposity



elastic domestic artistic



175. OLOGY. The letter *o* disjoined and placed on its side expresses *ology,* or *ological;* the letter *s* is added to express *ologist.*

theology physiology phrenologist

176. -TIC, -NTIC. The large circle disjoined expresses *atic, etic, itic,* etc.; a loop form expresses *atical,* etc. A disjoined *n* expresses *antic, entic,* etc.

systematic energetic politic

political gigantic authentic

177. HOOD, WARD. The letter *d* disjoined expresses *hood* or *ward*:

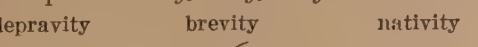
childhood likelihood downward

NOTE.—When more convenient the affix *ward* may be joined, thus:

forward afterwards awkward

178. AVITY, EVITY, IVITY. The letter *v* disjoined expresses *avity, evity, ivity.*

depravity brevity nativity



179. ANITY, ENITY, INITY, AMITY, EMITY, IMITY. The blend *nt* disjoined expresses *anity, enity, inity,* and *mt* expresses *amity, emity, imity.*

urbanity femininity equanimity

---

180. GENERAL EXERCISE.

willingly		Dillingham	
knowingly		Rockingham	
strikingly		qualification	
meaningly		edification	
soothingly		ratification	
warningly		signification	
cheeringly		modification	
grudgingly		amplification	
Millington		indemnification	
Farmington		identification	
Kensington		certification	

sentimental		icicle	
experimental		technical	
monumental		cuticle	
workmanship		bicycle	
apprenticeship		barnacle	
airship		periodical	
township		priority	
authorship		majority	
kinship		minority	
worship		authority	
sensibility		sincerity	
advisability		docility	
legibility		facility	
affability		nationality	
article		brutality	
physical		photograph	
psychical		photographer	
musical		photographic	

phonograph

stenographer

autograph

typography

biography

phraseography

mimeograph

geography

hectograph

monogram

phraseogram

lettergram

epigram

cablegram

stimulate

stipulate

emulate

modulate

manipulator

immaculate

articulate

emulative

insulate

stipulation

insulator

tabulate

expostulate

regulate

perambulate

matriculate

sagacity

capacity

mendacity

veracity

loquacity

complicity

publicity

catholicity

elasticity

journalistic

ecclesiastic

bombastic

majestic

atheistic

statistics

philology

ornithology

mythology

geology

etymology

etymologist

automatic

erratic

pneumatic

phonetic

despotic

grammatical

systematically

automatically

frantic

Atlantic

womanhood

neighborhood

boyhood

reward

upward

towards

passivity

captivity

Christianity

sublimity

calamity

181. WRITING EXERCISE.

A newspaper article was read which fearlessly exposed the shameful manipulation of the telegraphic messages from Washington by the speculators.

The radical section of the convention, being in a majority, proceeded to formulate a programme heartily advocating the ownership by the municipality of all public utilities.

The sudden appearance of a lithograph of the president was greeted with enthusiastic applause by the majority.

It is a physical impossibility for us to tabulate all the returns received from the small townships throughout the state.

The heartless character of this man and his terrible brutality are well known to those in authority.

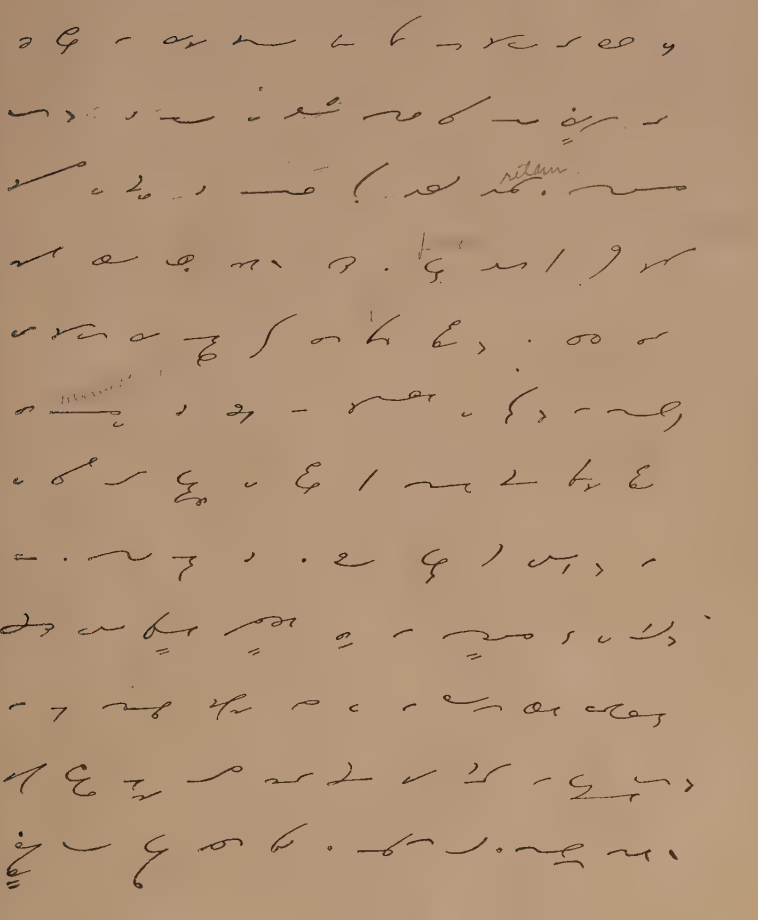
It is a gratification to receive an ornamental piece of lithographic work or a neat specimen of stenographic penmanship from former pupils.

Make up your mind to photograph on your brain the formation of all word signs and other contractions. The thoughtful classification of all the principles of the system is helpful in the study of the art of stenography.

It should stimulate you to know that there are only a few more lessons in this system of phonography.

Will you steadily pursue this course until you have achieved your purpose to become an expert stenographer? May success and prosperity attend your efforts.

182. READING EXERCISE.



SIXTEENTH LESSON.

Analogical Abbreviation.

183. It is very desirable that you should acquire a habit of dealing with similar beginnings and endings of words, applying to small classes of words, in an analogous and harmonious manner. The following illustrations should be carefully studied and practiced:

first		subserve	
firm		surface	
affirm		survey	
confirm		survive	
infirm		surfeit	
subsidy		surprise	
substitute		sure	
substance		assure	
substantial		reassure	
subsequent		treasure	

measure

leisure

injure

adjure

perjure

conjure

assume

resume

presume

assumption

resumption

presumption

message

passage

package

baggage

luggage

dotage

voyage

disparage

cartage

postage

courage

cottage

bondage

bandage

acquire

require

inquire

esquire

afflict

inflict

reflect

conflict

affliction

infliction

reflection		requisition	
election		acquisition	
contain		disquisition	
retain		describe	
maintain		transcribe	
detain		inscribe	
obtain		description	
other		transcription	
mother		inscription	
whether		prescription	
neither		result	
either		insult	
brother		consult	
father		insist	
perverse		resist	
reverse		desist	
converse		consist	
inquisition		persist	

subsist

praiseworthy

trustworthy

blameworthy

Broadway

gateway

doorway

roadway

petition

partition

competition

hesitation

visitation

salutation

addition

condition

expedition

extradition

production

introduction

contradiction

defective

detective

effective

adjective

instructive

constructive

destructive

restrictive

injunction

conjunction

disjunction

momentary

complimentary

elementary

supplementary

184. WRITING EXERCISE.

I presume some trustworthy man like Mr. Hetherington will be in charge of the matter, and that he will insist upon the production of the election notice, or at least inquire into the qualifications of all suspicious parties.

After much serious reflection, it is my firm conviction that a substantial subsidy will be necessary to prepare the way for an early resumption of the work.

It was subsequent to this event that his brother said he neither heard nor read anything about etymology.

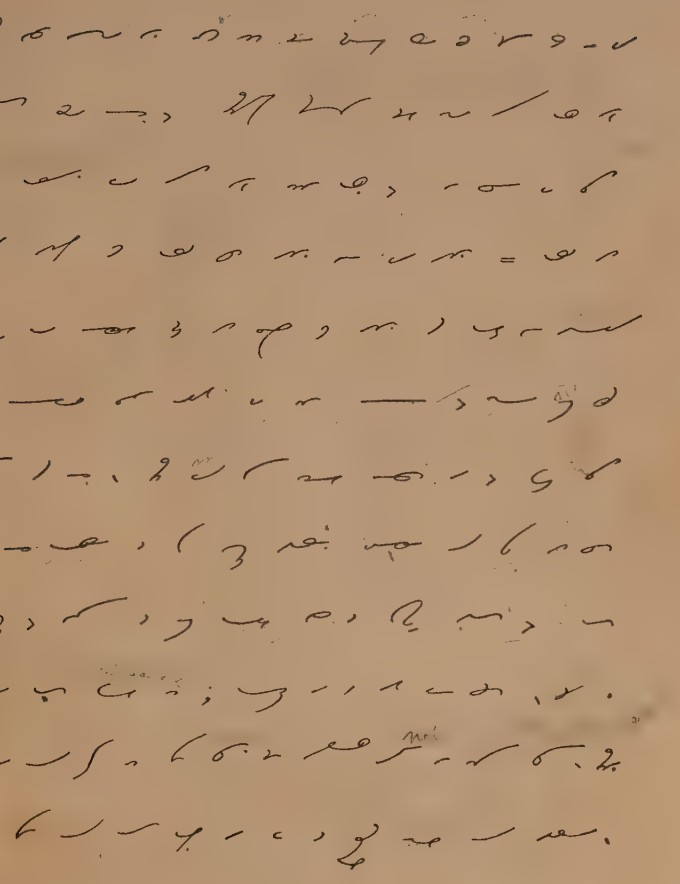
The director said that the expedition shown in the delivery of the message was praiseworthy, and his complimentary references were most encouraging to the men.

When I was passing the partition doorway I saw him take the postage stamps.

Let me assure you if you presume to attain any great measure of success in the study of "the lithe and noble art of stenography," you must bear in mind that a great deal of repetition work is necessary. Such a desirable consummation cannot be reached without effort.

On reflection I trust that the prospect of ultimate success will confirm you in your resolution to persevere, and that you will willingly devote many hours of far from desultory study to writing these exercises and to the transcription of matter written from dictation. That is the only way in which you can hope to acquire a perfect knowledge of this useful art-science.

185. READING EXERCISE.



SEVENTEENTH LESSON.

ADVANCED PHRASE WRITING.

186. OMISSION OF WORDS. The rules for the omission of words in phrase writing are of great importance, and should be carefully studied. We now give a few more illustrations.

in order to judge		in reference to the matter	
in order to prepare		in regard to the matter	
what is your name		in order to see	
what is your name and business		I would like to know	
on the subject		I would like to have	
question of time		kindly let us know	
sooner or later		thanking you for your attention	
little or no		in a week or two	
little or nothing		in such a manner	
in the matter		on account of the way	
up to the time		some time or other	

187. INTERSECTION. The expedient known as intersection, or the writing of one character through another, is sometimes useful for special phrases. In applying this expedient you must rely very largely upon your own judgment. In your daily work as stenographer or reporter, you may find some terms peculiar to the business in which you are engaged so frequently occurring that special forms may be adopted for them which will be brief and yet absolutely distinctive. Very often the intersection of one character through another will meet the exigency. The following are useful examples:

price list		Canadian Pacific	
Board of Trade		Grand Trunk	
A. M.		endowment policy	
P. M.		indemnity policy	
Democratic party		tontine policy	
Republican party		per barrel	
Baltimore and Ohio (B. & O.)		per dozen	
New York Central		per pound	
Michigan Central		per share	
Illinois Central		bank draft	
Union Pacific		vice versa	

188. INDICATION OF "ING." The affix *ing* and a following *the, his, you, your, their, and, this,* may be expressed by writing the word sign in the *ing* position.

doing the		knowing the	
doing his		knowing their	
doing your		knowing this	
doing their		working and	
doing this		having the	
giving the		coming and	
giving their		having their	
giving you		having your	

189. MODIFICATION OF WORD FORMS. The forms for certain words are modified to permit of phrase writing.

past week		few months	
last week		for a few months	
this week		few minutes	
next week		for a few minutes	
few days		days ago	
for a few days		weeks ago	
in a few days		months ago	

years ago

some weeks ago

many years ago

several days ago

few days ago

day or two ago

week or two ago

year or two ago

as far as

as fast as

as large as

as long as

as low as

as many as

as much as

as near as

as soon as

as far as possible

as fast as possible

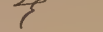
as long as possible

as low as possible

as many as possible

as much as possible

as near as possible

as soon as possible 

least possible delay

at an early date

at an early day

at as early a date as possible

at your early convenience

at your earliest convenience

early reply

I am sorry

I am sorry to say

I am sorry to hear

I am sorry to learn

we are sorry

we are sorry to say

we are sorry to hear

we are sorry to learn

you will be sorry

you will be sorry to hear

you will be sorry to learn

I am very sorry

we are very sorry

to him

I told him

you told him

esteemed favor

your esteemed favor

esteemed letter

your esteemed letter

I am in receipt of your esteemed favor

I am in receipt of your esteemed letter

we are in receipt of your esteemed favor

we are in receipt of your esteemed letter

I beg to acknowledge receipt

I beg to enclose

I beg to thank you

we beg to acknowledge

we beg to acknowledge receipt

by this mail

by today's mail

by this day's mail

by return mail

by mail

by same mail

by early mail

of course

of course it is

of course they will

as a matter of course

as a matter of fact

call your attention to the fact

in point of fact

be sure

to be sure

you may be sure

I am sure

we are sure

you will be sure

please find enclosed

enclosed please find

please let us hear from you

I would be pleased

we will be pleased

present time

at the present time

at the present moment

on the present occasion

first class

first class manner

first class condition

over and over again

again and again

on account of that

on account of this

on account of my

City of Chicago

City of Boston

to be able

shall be able

will be able

should be able

would be able

will not be able

have been able

have you not been able

190. WRITING EXERCISE.

Dear Sir: We have drawn on you to-day at three days' sight for the amount of your invoice of the 5th ult. This bill is long past due, and should have been paid some time ago. On account of this we trust you will not again disappoint us, but will endeavor to pay at presentation of draft. Let us hear from you on the subject as soon as possible. Yours truly,

Gentlemen: I send you enclosed a letter written the next day after you were here. I believe the writer will do all possible on his part to induce the company to come on this side of the street, but I know nothing of his influence with them, and it is the last thing in the world I expect them to do if they have looked into the matter carefully. Let me know what they decide to do, and when I return from my vacation I will call to see you.

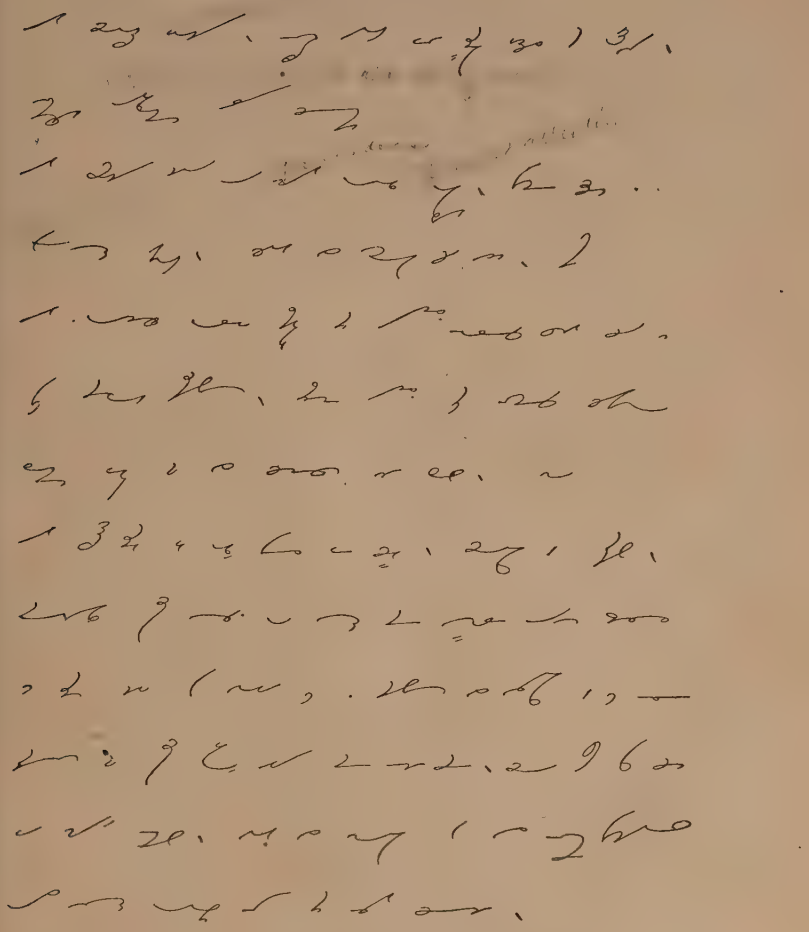
Yours truly,

Dear Sir: Will you kindly let me know the next time you are in the city? It is a long time since we have had a settlement of our joint account, and on our part we would like to have an understanding, as it may be the means of preventing further trouble. I spoke to Mr. Bell about that balance you mentioned, and he said it would be paid in due time. Of his condition financially, I know very little, but it is said that he is not very good pay.

Wishing you success, I remain,

Yours truly,

191. READING EXERCISE.



EIGHTEENTH LESSON.

192. **INITIALS.**

A	H	O	V
B	I	P	W
C	J	Q	X
D	K	R	Y
E	L	S	Z
F	M	T	
G	N	U	

193. **DAYS AND MONTHS.**

Sunday	January	August
Monday	February	September
Tuesday	March	October
Wednesday	April	November
Thursday	May	December
Friday	June	
Saturday	July	

194. PRINCIPAL CITIES.

New York		Minneapolis		New Haven	
Chicago		Jersey City		Paterson	
Philadelphia		Louisville		Lowell	
Brooklyn		Omaha		Nashville	
St. Louis		Rochester		Scranton	
Boston		St. Paul		Fall River	
Baltimore		Kansas City		Memphis	
San Francisco		Providence		Wilmington	
Cleveland		Denver		Grand Rapids	
Cincinnati		Indianapolis		Camden	
Buffalo		Allegheny		Trenton	
New Orleans		Albany		Lincoln	
Pittsburg		Columbus		Hartford	
Washington		Syracuse		St. Joseph	
Detroit		Worcester		Des Moines	
Milwaukee		Toledo		Salt Lake City	
Newark		Richmond		Springfield	

195. STATES AND TERRITORIES.

Alabama		Kentucky		North Dakota	
Alaska		Louisiana		Ohio	
Arizona		Maine		Oklahoma	
Arkansas		Maryland		Oregon	
California		Massachusetts		Pennsylvania	
Colorado		Michigan		Rhode Island	
Connecticut		Minnesota		South Carolina	
Delaware		Mississippi		South Dakota	
District of Columbia		Missouri		Tennessee	
Florida		Montana		Texas	
Georgia		Nebraska		Utah	
Hawaii		Nevada		Vermont	
Idaho		New Hampshire		Virginia	
Illinois		New Jersey		Washington	
Indiana		New Mexico		West Virginia	
Iowa		New York		Wisconsin	
Kansas		North Carolina		Wyoming	

POINTS OF THE COMPASS, ETC.

196. In certain lines of business the following forms will be found very useful:

north		north-east	
south		south-east	
east		north-western	
west		south-western	
northern		north-eastern	
southern		south-eastern	
eastern		north-west quarter	
western		south-west quarter	
north-west		north-east quarter	
south-west		south-east quarter	

GENERAL RULES.

197. The prefix *Ex* is expressed by *es*, and this naturally suggests the omission of *k* in *X* (eks) in the body or at the end of a word. Many writers have done this for years, but it has been necessary to make exceptions in certain words—and exceptions are always objectionable. The letter *X* may now be expressed at the end or in the body of words (but not at the beginning) by a slight

modification of the curve for *s*, as shown in the following examples:

mix box tax lax vex

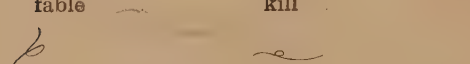
198. The rule for expressing *ed* and *er, or* after word-signs may be extended to other derivatives, as shown in the following examples:

creditable claimant movable

199. When the distinctive appearance of the primitive word-form can be preserved, it is allowable to join to form the derivatives.

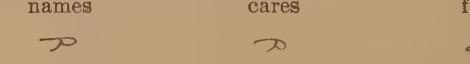
favorable careless nameless

fable kill nail



200. In forming the plural of certain abbreviated words, it is desirable to clearly indicate that the primitive form is an abbreviation. This can be done by making a slight change in the manner of adding *s*.

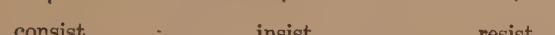
names cares families



201. When a word-sign or contracted word ends with *s*, the plural is expressed by joining *s* with an angle. Compare the words given in the following lines:

causes instances respects

consist insist resist



202. In joining the affix *ness* an angle is sometimes formed for the purpose of clearly distinguishing it as an affix. Compare the words given in the following lines:

lowness thoroughness hardness

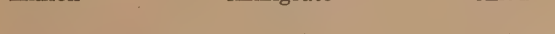
loan thrown harden

203. A hyphen may be expressed by two short dashes struck upwards between the connected words or syllables.

co-equal re-assert good-will

204. If it should be found desirable to indicate with precision the short sound of any vowel, a small curve can be placed beneath it.

minion immigrate onion



205. The following words are given to illustrate the importance of placing the second circle outside the line when two circles are joined:

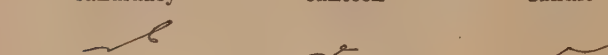
namely daily payee carry

nigh die pie kind

206. Before *t* or *d* the prefix form for *con* may also represent *can.*

candidate candor cantaloupe

candidacy canteen candle

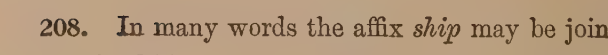


207. When more convenient the prefix form for *decla, i,* may be joined.

declare decline declivity

208. In many words the affix *ship* may be joined.

hardship clerkship friendship

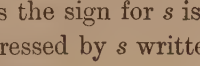


209. There are a few infrequent words, consisting of several vowels in succession—usually Indian names—in which it is more convenient to write the letters separately, and to indicate their connection by drawing a line underneath.

Lehigh ayah yahoo

210. *Cents* when preceded by dollars may be expressed by writing the figures representing them very small and over the numerals for the dollars; when not preceded by dollars the sign for *s* is placed above the figure. *Per cent* is expressed by *s* written below the figure.

$8.50 five cents five per cent



---

211. WRITING EXERCISE.

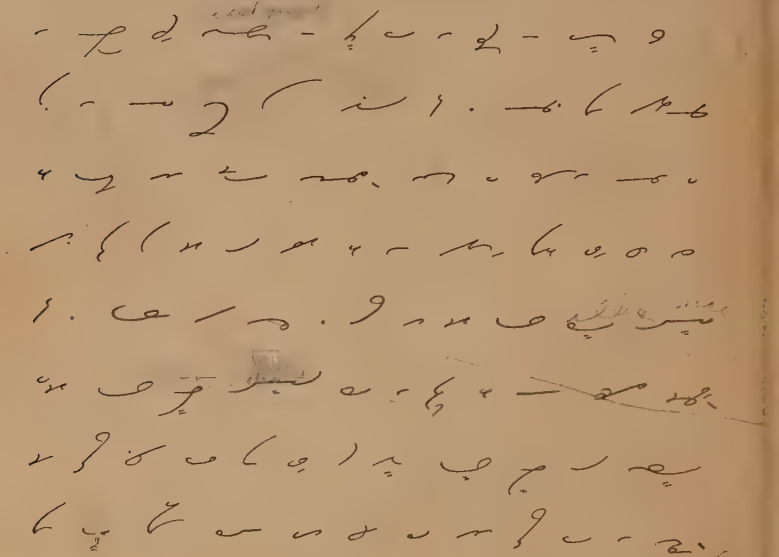
A meeting of our representatives was held in Chicago on Tuesday, June 4th, which was attended by agents from the following cities: St. Louis, Detroit, Minneapolis, St. Paul, Buffalo, Kansas City, Omaha, Denver, and Springfield. The meeting adjourned on Wednesday, after a somewhat heated discussion as to where the next gathering should be held. The representatives from the northwest claimed that they were entitled to recognition, and

that either Minneapolis or St. Paul should be favored. It appeared, however, that the representatives of these cities were somewhat jealous, and to avoid the necessity of choosing between them, it was finally decided to hold the next convention either in Cincinnati or Cleveland, as the committee, after due inquiry, might deem advisable.

Mr. Martin positively declined to accept an assignment to Oregon, stating that he was aware of the causes which led to the transfer.

---

212. READING EXERCISE.



A SHORT VOCABULARY.

A

absent

absolute

abundant

accommodation

accomplish

accuracy

accustom

across

address

advertise

affidavit

alphabet

America

among

amount

annual

another

answer

appear

appearance

application

arrive

assembly

attention

attorney

author

authoritative

average

avoid

B

beauty

behind

behold

belong

benefit

benevolent

beside

better

bound

boundary

C

calculate

cancel

cancellation

capable

career

cargo

casually

catalogue

certificate

cessation

children

citizen

clergy

collateral

comfort

conclusion

congregation

congress

connection

consequence

conspicuous

constant

contingent

co-operate

cultivation

curious

custom

D

danger

defendant

degenerate

degree

democratic

demonstrate

demoralize

derive

desirable

develop

dictate

disadvantage

disappointment

discover

discuss

disproportionate

distinct

distinguish

doctrine

E

eminent

energy

endorse

engage

England

enormous

enough

entitle

epidemic

etc.

evident

exorbitant

expedient

express

extenuation

extempore

F

failure

familiar

financial

flour

frequent

fulfill

G

general

generation

gratitude

guarantee

H

head-quarters

hereinafter

herewith

hieroglyphic

hitherto

hundred

I

ignorant-ce

incoherent

incomprehensible

indeed

independent

indispensable

innocence

instantaneous

institute

institution

intend

J

journal

jurisdiction

juxtaposition

L

language

likewise

litigation

local

logic

loyal-ty

luxury

M

magazine

manufacture

material

maturity

melancholy

memoranda

memorandum

method

misfortune

mistake

moderate

moderation

month

mortgage

mortal

N

neglect

numerous

number

O

obedient

oblige

obligation

obvious

observe

occur

occupy

o'clock

operation

opinion

ordinary

original

organization

otherwise

P

passenger

patriot

patriotic

patriotism

patronage

peculiar

pecuniary

perpendicular

person-al

plaintiff (ptff.)

policy

poverty

practical

practice

predecessor

prepare

presentation

prevail

previous

private

privilege

proceed

proceedings

proportion

punctual

Q

quantity

quarter

R

really

refuse

remark

request

requirement

requisite

resignation

resort

responsible

revolution

rule

S

scarce

secure

serious

significant-ce

singular

situation

social

socialism

sort

steady, study

strange

strike

struggle

student

success

successful

successive

sufficient

T

testimonial

testimony

thankful

thousand

thwart

tuition

tranquil

U

unavoidable

union

United States

United States of America

universe

unusual

V

valuation

variety

various

virtue

volunteer

vulgar

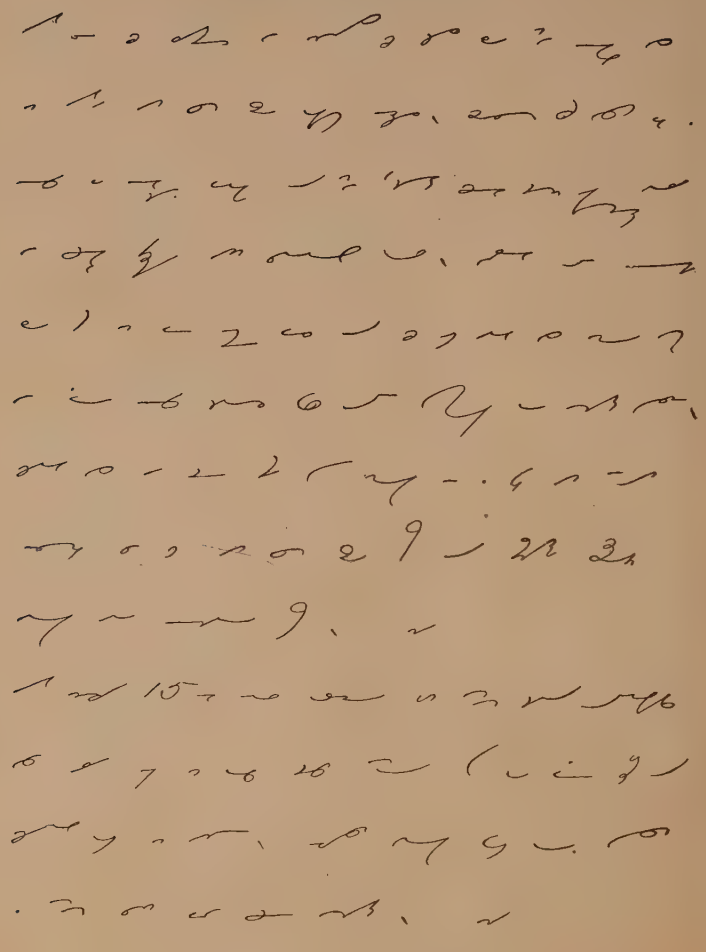
W

warrant

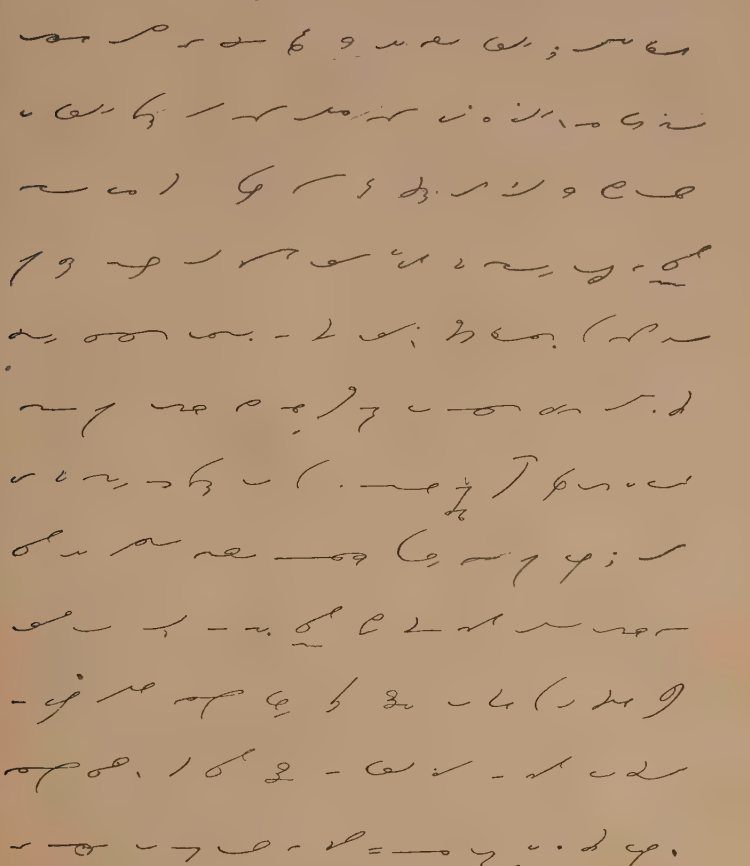
widespread

withdrew

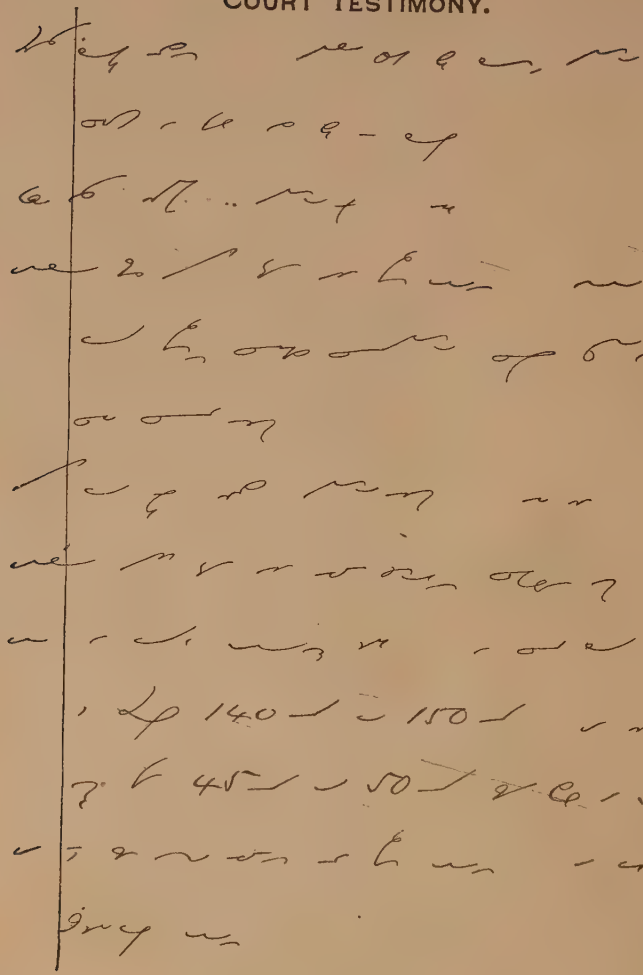
BUSINESS LETTERS.



SHORTHAND AS A MEANS OF MENTAL CULTURE.



COURT TESTIMONY.



KEY TO SHORTHAND PLATES.

BUSINESS LETTERS.

DEAR SIR:

When we heard from you the other day we certainly were under the impression that you desired to act as our representative in your city. We regret to find that this was a matter of misunderstanding on our part, and under the circumstances we must ask you to be good enough to return the samples which we forwarded to you with our last letter. The terms therein mentioned were for your own information only, and we therefore trust that you will keep the whole matter strictly private, and not divulge our conditions to any one. We trust that at some future time you will be in a position to enter into negotiations with us to act as our agent, and if you do so, we feel sure it will be to our mutual advantage. Yours truly,

DEAR SIR:

Your card of the 15th inst. in regard to renewal of your contract is at hand, and in reply would say that the territory in which you reside is now controlled by our home office and we would respectfully refer you to them. No doubt they will be perfectly willing to make a contract with you on the same conditions. Yours truly,

SHORTHAND AS A MEANS OF MENTAL CULTURE.

With shorthand every person may form his own books of reference according to his own requirements, and that in the same

space as though they were printed; and no selection of printed books would contain and only contain what he wanted. Any person who will collect only for a brief time such facts into shorthand as appear likely to be useful in life, and sometimes read over what is so collected, will find the *ideas* secured again and again recurring in future reading, If this selecting be continued, it will come to be recognized that nearly every newspaper or magazine article, and not a few of the so-called new books, are but a more or less ingeniously contrived patch-work of old ideas, though doubtless the writer in many cases believed them to be original; and the reader will end in knowing *ideas* apart from words, and will recognize them in whatever dress they may be presented, just as we know our friends by their features, however they may be attired. For ideas, as seen in print, heard in words, or felt in the mind, are much like the stars—many reflections of a few originals.—*C. R. Needham.*

TESTIMONY.

Q. Have you at any time held a position in that company? A. During the year 1901 I was elected director, but I notified the parties that I was not eligible.

Q. Prior to that time you had not been a director of the Northern Pacific? A. No, sir.

Q. What relation, if any, did you sustain to the Chicago, Burlington and Quincy Railroad Company? A. The railroad is the old Chicago, Burlington and Quincy Company. I am not sure that I am a director. I may be. I do not recollect that. I know I am in the new company.

Q. Did you hold any position other than that of director of the new company? A. No other.

Q. What relation do you sustain to the Northern Securities Company? A. I am president of the company.

Q. What are the holdings of the railroad companies' stocks? **A.** The amount held of the Northern Pacific is very large, $140,000,000 or $150,000,000. Of the other companies, between $45,000,000 and $50,000,000, I should appraise it.

Q. What interest has the Great Northern Company in the Chicago, Burlington and Quincy Railway Company? A. It owns half of the stock of the original railroad company.

LIST OF PUBLICATIONS, ETC.—Continued

WORDS EXERCISE BOOK. A series of test exercises designed to accompany and supplement WORDS. Paper covers $0.10

PUNCTUATION SIMPLIFIED. By J. Clifford Kennedy .15

OFFICE TRAINING

OFFICE TRAINING FOR STENOGRAPHERS. By Rupert P. SoRelle. A complete and practical course for the advanced shorthand department, with separate Exercise Book..... $2.00

BOOKKEEPING

LOCKYEAR'S BOOKKEEPING. By M. H. Lockyear, with script illustrations by F. B. Courtney. An introductory course. Cloth, 106 pages..... $ .60

MISCELLANEOUS

EXPERT SHORTHAND SPEED COURSE. By Rupert P. SoRelle. Explanation of the scientific methods used in training the successful contestants for the Miner Medal, and the matter used for practice. 260 pages, bound in cloth..... $1.00

THE FACTORS OF SHORTHAND SPEED. By David Wolfe Brown, late Official Reporter to U. S. House of Representatives. 194 pages, bound in cloth..... .75

PRACTICAL POINTERS FOR SHORTHAND STUDENTS. By Frank Rutherford. Invaluable to ambitious stenographers and students. 131 pages; cloth ..... .50

TAQUIGRAFIA FONETICA GREGG-PANI. An adaptation of Gregg Shorthand to the Spanish language. Bound in cloth..... 1.50

THE GREGG PENCIL. One dozen in a handsome box ..... .50

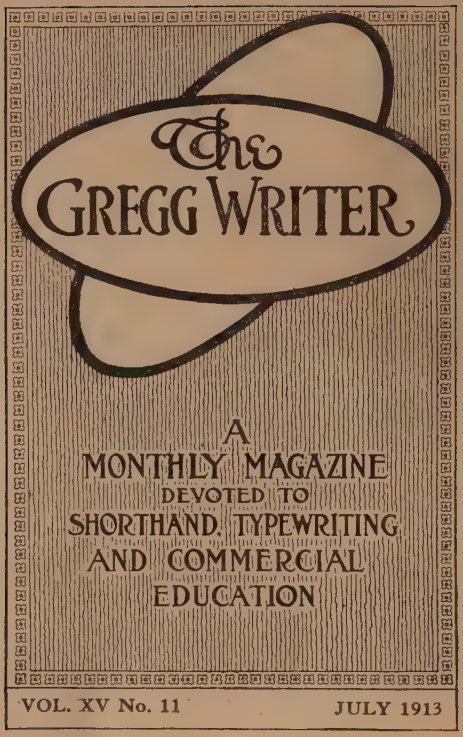
THE GREGG EMBLEM. A blue and white emblem, gold lettering, representing the ellipses on which Gregg Shorthand is founded; in two styles—pin and button ..... .50

THE GREGG PENNANT. Of blue and white felt, size 18x36 inches 1.00

THE GREGG ERASER TRAY. Bronze finish. Handsome and durable ..... .50

THE GREGG PUBLISHING COMPANY

NEW YORK CHICAGO SAN FRANCISCO

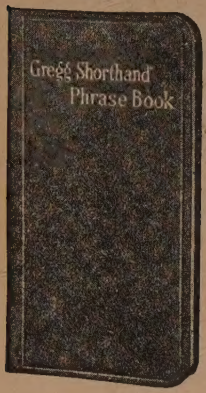


Contains a Learners' Department with numerous helpful suggestions for students; a Typists' Department; a Reporters' Department; an "Idea Exchange"; a Question and Answer Department; advanced writing and reading exercises; and articles of interest and value to stenographers, teachers, typists. Its interesting and inspirational editorials appeal to writers of all creeds. Any number is worth the cost of a year's subscription.

Single Copies, 10c Each.
Subscriptions, $1.00 a Year in U. S., Canada and Mexico; other countries, $1.25.

THE GREGG PUBLISHING COMPANY
NEW YORK CHICAGO SAN FRANCISCO

Gregg Shorthand Phrase Book



Contains about 2,400 useful phrases of all kinds; a great aid in attaining speed, and invaluable to all practical writers. Bound in leather, vest pocket size, uniform with Dictionary.

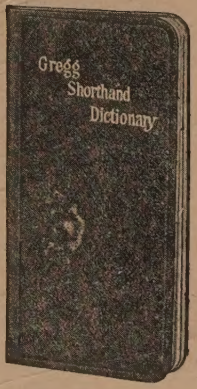
Sent to any address, postpaid, for Seventy-five Cents

Gregg Shorthand Dictionary

Contains the outlines for about 7,000 words.

Bound in Russian leather with side stamp in gold; vest pocket size; convenient for reference.

Sent to any address, postpaid, for One Dollar



THE GREGG PUBLISHING CO.

NEW YORK CHICAGO SAN FRANCISCO

GREGG SHORTHAND WINS
International Shorthand Speed Contest

The MINER MEDAL
won permanently by
FRED H. GURTLER
a writer of Gregg Shorthand

GREGG SHORTHAND won a sweeping victory in the Fifth International Shorthand Speed Contest, held at Washington, March 26, 1910.

Writers of Gregg Shorthand won *first*, *second* and *third* places.

Of the eighteen contestants who entered, fourteen were writers of Pitmanic shorthand, and four were writers of Gregg Shorthand.

Every one of the Gregg writers qualified in the transcribing.

One of the Gregg writers qualified on two transcripts within the allotted time, one of which won second place.

Ten of the fourteen writers of Pitmanic shorthand were *disqualified* for *inaccuracy* or *failed* absolutely in their attempt to transcribe their notes.

World's Records Established

THE winner exceeded the best previous record on non-court matter in the International Contest for the Miner Medal by twenty-three words per minute.

The winner of second place made the *best record* ever made by one of his age and experience.

The winner of third place established a *world's record for accuracy* —99.4 per cent. perfect.

Every claim for Gregg Shorthand was overwhelmingly proved in the Washington contest.

THE GREGG PUBLISHING CO.
NEW YORK CHICAGO SAN FRANCISCO

C0-CEH-946